# Massachusetts' Quality Rating and Improvement System (QRIS) Provisional Standards Study: Final Report

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# TABLE OF CONTENTS

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› The national experts who shared knowledge regarding the development and revision of evidence-based Quality Rating and Improvement Systems
› The 2010 QRIS pilot participants who are listed on the following pages

# After-School and Out of School Time QRIS Pilot Participants

ABC School Age Enrichment at Pittsfield
After School Adventure
After School Little People's College - Dartmouth
After School at Little People's College - Fairhaven
Andover/No.Andover YMCA Child Care Program
Atlantic Afterschool Stars
Ayer Kiddie Depot
Bailey After School Program
Belcher Public School
Bellamy Middle Public School
Beverly Children's Learning Center, SACC
Broadmeadows Afterschool Stars
Brockton Day Nursery After School Activities Program
C.A.P.I.C. After School Program
Cacique Youth Programs
Cape Cod Child Development-Hyannis School Age
Central Square Center
Chicopee School's Out Stefanik School
City of Cambridge DHSP - Area Four Youth Center
City of Cambridge DHS - Fletcher Maynard SACC
City of Cambridge DHSP - King SACC
City of Cambridge DHSP - Peabody SACC
CLC Out of School Time /Extended Learning Center, Inc.
Cole-Harrington School Age Enrichment Program Galvin School
College Bound Dorchester Early Education - Little House
College Bound Dorchester Out of School Program - Dorchester Place
Community Art Center
Conte Kid's Club
Cooper Community Center After School Program
CTI - the Robinson
Donovan Extended Day Stars
Dorchester YMCA School Age Child Care
Early Childhood Education Program/ABC School-Age Enrichment
East Boston YMCA O.S.T. - McKay
East End House, Inc.
Ellis Memorial SAP - 66 Berkeley Street
Ellis Memorial SAP - Madison Park Village
Falmouth School Age Center
Fonseca After School Day Care
For Kids Only - The Bates School
For Kids Only - Youth in Motion
For Kids Only After School-Beachmont School
For Kids Only Afterschool - Burke School
For Kids Only Afterschool - Brown School
For Kids Only Afterschool - Carroll School
For Kids Only Afterschool - McCarthy School
For Kids Only Afterschool - McKinley School
For Kids Only Afterschool - Welch School
For Kids Only Afterschool Inc. - Fort Banks
For Kids Only Afterschool-West School
For Kids Only - Lincoln Extended Day
For Kids Only - The Albert N. Parlin School
For Kids Only - The Keverian School
For Kids Only - The Lafayette School
For Kids Only - The Madeline English School
For Kids Only - The Whittier School
GenCenter After School Day Care
Gloucester Afterschool Program Fuller School
Greenhalge After School Program
Greenmont After School Program - CTI
Gregg Neighborhood House
Guild of St Agnes - Fitchburg School Age
Guild of St Agnes - Granite St School Age
Guild of St Agnes - Quinsigamond School
Guild of St. Agnes - Devens Center School Age
Guild of St. Agnes - Gardner School Age
Guild of St. Agnes - Grove St School Age
Hockomock Y Children's Ctr, Top of the Hill School's Out
Huntington Avenue YMCA School Age Program
Hyde Park YMCA - BTU School
JFK Extended Day Stars
Just Right Child Care SACC
Kiddie Kampus II
KIDS Place - North Shore Assembly of God
KidZone, Inc
Latchkey at the Frost School
Latchkey at the Parthum School
Lawrence YMCA
Lincoln After School Program, CTI
Little People's College
Little People's College - Church SACC
Little People's College - Donald SACC
Little People's College - Rockdale SACC
Little People's College - Sassaquin SACC
Little People's College, Inc - SACC Wareham
Lyons Extended Day Stars
Magic Seasons Early Childhood Center School-Age Program
Malden YWCA After School Day Care
Margaret Fuller Neighborhood House After School Program
Markman School Age Enrichment Program
Mary M. Walsh Public School
McAuliffe After School Program at CTI
Methuen YMCA
Metro North Children's Learning Center, Inc.
MOC Child Care & Head Start Services/School Age Program
Morningside School Age Child Care
North Star LC - Schooner Program
North Suburban Family YMCA/Plympton Site
Oak Square YMCA SACC Program
Pawtucketville Memorial Program
PILOT PROJECT, MARBLE STREET
Quincy After School - Lincoln-Hancock School
Rainbow Child Development Center
Rainbow Child Development Center - City View School
Rainbow Child Development School Age Center
Roosevelt School
Roxbury YMCA School Age Program
SACC at the YMCA
Scantic Valley YMCA Old Mill Pond School's Out
School's Out - Harvest Fellowship
Schools Out at Milton Bradley
Sgt Carney Academy After School
South Boston Neighborhood House
Springfield YMCA School's Out
Square One Kid Stop - Faith Church
Square One Kid Stop - Harris
Square One Kid Stop - Sumner Ave.

Stimulations Preschool - Stay - N - Play
Suburban Child Afterschool Sports & Rec. Program.
Swift Waters After School Programs
The Arbors Kids
The Arbors Kids - Gerena
The Arbors Kids - Homer Street
The Arbors Kids - Lambert-Lavoie
The Arbors Kids - Mason-Wright
The Arbors Kids - Streiber
The Kids' Place
Tobin After School Program
United South End Settlements ASCP
Wesley Education Center
West Roxbury/Roslindale YMCA - Sacred Heart
Westfield Child Center
Weymouth Afterschool Stars
Worcester Comprehensive Child Care
Yarmouth School Age Center
YMCA After School Day Care
YMCA North End Youth Center
YMCA School's Out After School Program
YMCA Schools Out at Gerena
Young Extended Day Stars
YW Kids School Age Program
YWCA of Central Massachusetts, Inc.
YWCA/Wawecus After-School Program
YWCA-Grafton Street Afterschool Program

## Family Child Care QRIS Pilot Participants

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Maria Acevedo
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Fatima Andrade
Stephanie Andrews
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Miguelina Antonio
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Ruth Aviles
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Sandra Desrosiers
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Barbie Dion
Christine Dionne
Joyce Diorio
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Leona Ditullio
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Salvadora Ocasio
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Tracy O'Neil
Virginia Openshaw
Angela Ortega
Rubertina Ortiz
Marlene Otero
Yamilette Otero
Natividad Ovalles
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Veronica Pena

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Suejay Perez
Nancy Perry
Liana Pimentel
Mariluz Pimentel
Maria Pino
Viviana Pino
Estela Pinto
Jean Pitts
Lisa Platanitis
Thelma Poitras
Theresa Poles
Maggie Pollock
Patricia Polonis
Lillian Price-Lynam
Milagros Quiles
Karen Ralls
Grace Ramirez
Paula Ramirez
Idaly Ramos
Teresita Ramos
Tanya Ray
Gladys Restrepo
Adis Reyes
Andrea Reyes
Margarita Reyes
Maria Reynoso
Grace Richardson
Ada Rivas
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Carmen Rivera
Carmen Rivera
Carmen D. Rivera
Maria Rivera
Rosa Rivera
Judith Roberts
Susan Roberts
Carla Marie Robichaud
Patricia Robidoux
Kendra Robinson
Sandra Robledo
Carmen Roche
Carmen Rodriguez
Chong Rodriguez
Gladys Rodriguez
Gretchen Rodriguez
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Marilyn Rodriguez
Patria Rodriguez
Sandra Rodriguez
Brenda Rojas
Ramona Roman
Zobeida Roman
Marisol Rondon-Ramos
Corrie Roy
Luisa Ruffen
Miriam Ruiz
Julie Ryan
Argentina Saenz
Judith Salazar

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Matilde Sanchez
Minerva Sanchez
Yesenia Sanchez
Zoraida Sanchez
Arelis Santa
Gladys Santiago
Yvonne Santiago
Mariana Santillan
Adriana Santos
Virginia Sawyer
Jennifer Scala
Kathleen Scala
Samira Schofield
Celia Secchiaroli
Marta Segura
Heng Sek
Teresa Senices
Carmen Severino
Patria Severino
Jennifer Shelsy
Diane Silva
Robin Silva
Staci Silva
Diana Sinkus
Venessa Skinner
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Mercedes Solano
Erohilda Soto
Yashira Soto-Perez
Jodi Souza
Nano Spare
Deborah Spink
Michele St. George
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Minerva Toribio
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Josefina Torres
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Katelin Underwood
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Rubiela Valencia
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Carmen Ventura
Geraldine Ventura
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Webster Square Day Care Center
Brenda Webster
Margaret Wheeler
Claudette White
Michelle White
Karen Whitman
Diane Wiles
Lisa Willett
Tiffany Williams
Sandra Wittrup
Attle Young
Kristina Young
Suon Yuong
Judith Lynn Zabel
Robin Zahara
Sandra Zapata
Zahira Zouaoui

## Center-Based/School-Based Program QRIS Pilot Participants

ABCD Early Learning Program - Madison Park
ABCD Head Start - Lenox Street
Acorn Center For Early Education /Care
Acton Childrens School
Acton Cooperative School, Inc.
Andover/North Andover YMCA
Armory Square Day Care
Associated Early Care & Education - Central Schoo
Associated Early Care & Education - Jamaica Plain Day Care
Associated Early Care & Education - Ruggles/Gilday Centers
Associated Early Care and Education /Children's of Cambridge
Associated Early Care Education Inc. - Castle Square
Ayer Kiddie Depot
Barnstable Early Learning Center
Bear Care Centers, Ltd
Beaudoin Village Early Education & Child Care Center
Berkshire Children and Families
Berkshire Children and Families - Redfield House
Beverly Children's Learning Center
Bourne/Sandwich I Preschool, Bourne/Sandwich II Preschool
Boys and Girls Club Children's Center
Brewster Preschool
Bridge Street
Bright Beginnings Daycare/Preschool
Bright Horizons - Newburyport
Brockton Day Nursery
Building Blocks Early Education Center, Inc.
Burbank YMCA Preschool Program
Busy Bee Learning Center and K Thru 2 Wake Up Program
Busy Bees Learning Center
Busy Bees Preschool Center, Inc.
C.T.I. Children's Corner Day Care Center
Campus Learning Center
Catholic Charities Large Group & School Age Child Care
Chester Elementary
Child Development Center
Child Enrichment Center
Child Works Child Care Center, Inc.
Children's Development Center
Children's Express Child Care, Inc
Children's House - Wilbraham Rd
Children's House- Beech St
Children's Village - The Mill
Cole-Harrington Children's Center
Cole-Harrington Early Learning Center
Cole-Harrington Infant/Toddler Enrichment
Cole-Harrington Kindergarten Enrichment Program
College Bound Dorchester Early Education - Dorchester Place
College Bound Dorchester Early Education - Log School
Community Action Headstart Fox Center
Community Action, Inc. Headstart at Newburyport
Community Day Care Learning Center
Community Day Care Teen Parent Child Care Program
Community Teamwork Incorporated
Cooper Community Child Development Center
Country Club Learning Center
Cowlicks + Pigtails Child Care Center
Crayon Campus Learning Center
Crayon College - Plymouth
Crosby Partnership Preschool
CTI - James Houlares Early Learning Center
Curious Kids of Hudson

Dennisport Preschool
Dimock Early Headstart
Dimock Headstart
Dorothy Amos Community Preschool
Early Childhood Centers of Greater Springfield
Early Childhood Education Program/ABC School-Age Enrichment
East Boston - Head Start/Elbow
East Boston Head Start
East Boston Head Start Social Center
East Boston Head Start St. Johns
East Boston Head Start - Bennington
East End House, Inc.
Ellis Memorial And Eldrege House
Ellis Memorial Children's Center
Ellis Memorial Early Education And Care Program
Escuelita Boriken
Fairy Tale Children's Center Inc.
Falmouth Preschool
First Congregational Church - Headstart/Self Help
Foxboro YMCA Children's Center.
Greendale School Head Start
Guild of St Agnes
Guild of St. Agnes - Charlton Day Care
Guild of St. Agnes - Early Education And Care - Devens
Guild of St. Agnes - Fitchburg Preschool/School-Age
Guild of St. Agnes - Gardner
Guild of St. Agnes - Grove St Day Care Center
Harbor Area Early Childhood Service
Hyannis I Preschool I-IV
JCC Early Learning Center - Acton
JCC ELC - Wayland
JCC Early Learning Center - Sharon
JCC Early Learning Center - Congregation Sha'Aray Shalom
Jolly Farm Day Care
Jolly Farm Day Care Center
Jolly Farm Learning Center
Just Right Child Care
Kiddie Kampus
Kiddie Kampus II
Kiddie Kampus III
Kidsland Daycare Center
Kid-Start Child Care Center
Kidzone, Inc.
Kindercare Learning Center
Kindercare Learning Center 1384
Knowledge Beginnings - A St
Knowledge Beginnings - Concord Rd
Knowledge Beginnings - Old Main St
Knowledge Beginnings - Billerica Rd.
Laboure Center
Lenox Children's Center
Leventhal-Sidman JCC/Brookline Preschool
Leventhal-Sidman Jewish Community Center
Little Discoveries, Inc.
Little People Nursery School
Little People's College
Little People's College - Bridge St. - Fairhaven
Little People's College - Church
Little People's College - Dartmouth
Little People's College - Donald
Little People's College - Fairhaven
Little People's College - Mattapoisett
Little People's College - Rockdale
Little People's College - Sassaquin
Little People's College - Wareham
Little People's College - Acushnet
Little Tot Day Care
Littleville Elementary School
Malden Elc
Markman Children's Program
Markman Children's Programs, Inc.
Mashpee Preschool
Meritor Academy
Metro North Children's Learning Center, Inc.
Mill Swan School - Head Start
MOC Child Care & Head Start / Family Education Center
MOC Child Care & Head Start Services
MOC Child Care & Head Start Services - Garrison Ctr. for ECE
MOC Child Care & Head Start Services / Coleman Street
Monument Square Day Care Center & Magic Seasons - Monument Square
N.I.C.E. Inc.
Nazareth Child Care Center
New Bedford Child Care
New Beginnings Child Care
Norman Rockwell Early Childhood Center
North Cambridge Children's Center
Northstar Learning Centers, Inc. - Samuel Barnet
Northstar Learning Centers, Inc. - Shawmut
Old Colony Y - Taunton Div Child Care
Our Lady's Child Care Center
Our Magical Beginnings
P.A.C.E. Head Start
Paddington's Place
Pakachoag Acres - Millbury
Pakachoag Acres Day Care Center, Inc.
Parker Hill/ Fenway Head Start
Playgroup Plus Pre-School
Project Extra Plus Preschool
Quincy Preschool Stars
Quinsigamond Children's School
Rainbow Child Development Pre School Ctr
Randolph Preschool Stars
Renaissance Kids Academy
Riverview Head Start
Roxbury Head Start
Salmon Centers for Early Education
Saugus Learning and Discovery Center
Scantic Valley YMCA Child Development Center
Self Help Head Start - Norton
Self Help Head Start - Sachem
Self Help Head Start - Attleboro
Self Help Inc - Head Start Rockland
Self Help Inc, Head Start - Whitman
Self Help, Inc Head Start - Norwood
South Boston Neighborhood House Preschool
South Side Head Start II
Southern Berkshire Early Childhood Center
Southside Head Start
Square One - Chestnut Street
Square One - Faith Church
Square One - Holyoke Health Center

Square One - King Street
Square One - Main Street
Stepping Stones Child Care
Stevens Street Preschool
Stimulations Preschool
Story Tree Children's Center
Suburban Child
Sunnyside Day Nursery
The Abantwana Learning Center
The Arbors Kids
The Arbors Kids at Mason - Wright
The Children's Village - Mansfield Depot
The Cottage Children's Center
The Gate House Head Start Program
The Goddard School
The Kids' Place
The Kid's Place - E Longmeadow
The Kids' Place - Feeding Hills
The Kids' Place - Holyoke
The Kids' Place - Springfield
The Kids' Place - W Springfield
The Kids' Place - Wilbraham
Tri-Community YMCA Day Care Center
U Mass Memorial Health Care Child Care Centers
Ulysses G. Shelton Head Start Center
United South End Settlements Child Development Program
Valley Opportunity Council @Churchill Homes
Vernon Hill School
Village Common Children's Center
Village Preschool
VIP Childcare, Inc
VOC - Cabot Manor Child Care
VOC - Child Care on Montgomery Street
VOC - Early Education and Care at Mt. Carmel
Waltham Family YMCA Child Care
Wareham Preschool
WCCCS South High Teen Parent Program
WCCCS Teen Care Program - Burncoat
Webster Square Day Care Center, Inc.
Wellesley College Child Study Center
Wesley Education Center
West Yarmouth Preschool I-III
Westfield Child Center
Westover Job Corps Head Start
Weymouth Preschool Stars
Williamstown Community Preschool, Inc
Worcester Comprehensive Child Care Services - GBV
WPS - Head Start Program Millbury Street School
YMCA - Magic Years Day Care
YWCA of Central Massachusetts, Inc. - Westborough
YWCA of Central Mass, Inc. – Worcester

# EXECUTIVE SUMMARY

The Commonwealth's new Quality Rating and Improvement System (QRIS) is a key tool, among many, that Massachusetts is developing to help families, communities, and policymakers understand what constitutes quality. Building on a strong foundation of licensing, the QRIS is designed to support all children and youth (birth to 13) served in settings across the Commonwealths' mixed delivery System.

To foster the integration and use of child development principles and practices linked to quality a set of QRIS Standards were adopted by Board of the Massachusetts Department of Early Education and Care on December 14, 2010. The QRIS Standards incorporate learning standards, curriculum, assessment, educator preparation, and family and community engagement to ensure the strongest outcomes for children. The QRIS Standards are a central component to the MA QRIS.

The Massachusetts Quality Rating and Improvement System (QRIS) Provisional Standards Study: Final Reports outlines the process that Education Development Center (EDC), the Massachusetts Department of Early Education and Care (EEC), and stakeholder from across the Commonwealth engaged in to inform the revisions of the newly adopted QRIS Standards.

A team of researchers from the Education Development Center, Inc. (EDC) engaged in a set of rigorous activities to study the provisional Massachusetts Quality Rating and Improvement System (QRIS) Standards and develop recommendations for revisions to the standards. The EDC Study Team worked closely with the Massachusetts Department of Early Education and Care (EEC) and early education and care, after school and out of school time stakeholders throughout the Commonwealth to ensure that the findings from the study thoroughly informed the development of the standards and articulated a roadmap for improving program quality within the state's early education and care and afterschool mixed delivery system[a]. The system is designed to enhance quality for the approximately 275,000 children who participate in the estimated 12,000 licensed programs statewide as well as children and youth who participate in licensed-exempt programs.

**Background**

Since 2008, stakeholders in Massachusetts have engaged in a process to develop a Quality Rating and Improvement System (QRIS). The system is designed to articulate increasing levels of quality for programs in community settings that provide early education and care and after school care for children in the Commonwealth. The QRIS was designed as one important tool,

[a] Early education and care programs include a mixed system, which is defined as "any person providing early education and care including, but not limited to, public, private, non-profit and for-profit preschools, child care centers, nursery schools, preschools operating within public and private schools, Head Start programs and independent and system affiliated family child care homes." *See* G.L.c. 15D, § 1A.

among many, that Massachusetts developed to help families, communities, and policymakers understand what constitutes quality.

The QRIS was also developed as a path for professionals working in early education and care and after school and out of school time programs to view quality, recognizing that higher expectations of programs are matched with higher supports for those programs, including better articulated career lattices, financial incentives, education and training that is grounded in the science of child development, and extensive technical assistance.

To reflect the unique characteristics of Massachusetts' early education and care, after school and out of school time programs, stakeholders began designing the system through a developmental, iterative process that included a compilation of recommendations to begin to craft a common definition of quality and the overarching goals and purposes of QRIS. Convened by EEC, this early stakeholder group consisting of members specializing in special education, Universal Pre-Kindergarten (UPK), early education public and fiscal policy, public school preschools, after school and out of school time providers, community and faith-based providers, Head Start programs, as well as professional development, child development content and research experts. These efforts resulted in draft versions the QRIS standards for three program types, center and school-based, family child care, and afterschool and out of school time programs.

EEC conducted a pilot of the MA QRIS using the provisional standards that was implemented and evaluated in the spring of 2010. The evaluation report included recommendations from QRIS pilot participants and other stakeholders throughout the Commonwealth. A key recommendation was to streamline the standards and provide additional direction regarding the documentation requirements. EEC contracted with the Education Development Center, Inc. to conduct a study of the provisional QRIS standards and recommend revised evidence-based standards and documentation requirements.

**About the Study**

Between August 2010 and December 2010, the same team of EDC researchers who had previously conducted the QRIS Pilot evaluation completed the *Massachusetts' Quality Rating and Improvement System (QRIS) Provisional Standards Study*. The study team engaged in the following activities to inform the revision of the standards and the documentation requirements:

- Developed a crosswalk documenting the alignment of the QRIS Provisional standards with EEC licensing regulations and existing research-based observational measures.
- Reviewed the research literature aligned with each of the Provisional standards and created an accompanying database that presented information on the strength of the evidence for each of the Provisional standards.
- Created Powerpoint presentations; presented to EEC Board and sub-committees and over 400 early education and care stakeholders throughout Massachusetts in 5 regional forums, and 2 telephone conference calls.

- Collected input from a variety of EEC stakeholders including members of the EEC Board and sub-committees, interested stakeholders through a forum at Wheelock University, and telephone feedback in order to inform the revisions to the standards.
- Reviewed EEC's documentation database: QRIS Program Manager.
- Reviewed 20 state's existing QRIS standards to determine the degree of alignment between the Massachusetts Provisional standards and other state's QRIS standards.
- Analyzed stakeholder feedback obtained from regional forums, interviews, surveys and discussions with national experts and analysis of quantitative survey data.
- Developed proposed revised standards and accompanying documentation.

**Findings**

The study team found research-based evidence for 40 center and school-based standards, 23 family child care standards and 31 after school and out of school time standards. In addition, the team found that many of the provisional standards could be assessed using existing reliable measures such as the environment rating scales, but that small changes in the language of the standard would be needed for direct alignment. Moreover, the study team found that 9 center and school-based, 8 family child care, and 7 after school and out of school time standards were included in other states' QRIS.

The draft revised standards were then posted to the EEC web-site and stakeholders throughout the Commonwealth were asked to complete web-based surveys to provide their perspective of the draft revised standards. An analysis of data collected through the web-based surveys, telephone interviews, and regional forums revealed that:

- The vast majority of survey respondents agree that the revised provisional standards reflected quality in early education and care.
- Some providers reported that they might face challenges when meeting the QRIS standards. These respondents were less likely to agree that the revised provisional standards reflected quality.
- Some suggestions for modifying the language within certain standards were made
- Some stakeholders proposed keeping standards that had been included in the provisional standards and were not included in the revised provisional standards.

Based on this feedback, input from EEC leaders, and input from some of the EEC Board members, the standards were revised further. These final revised standards were presented to the Board for a vote in December 2010. The Board voted unanimously to approve the revised standards.

The final standards reflect the following:

- Standards that are required by the Massachusetts licensing regulations were eliminated

- When documentation requirements were the same across standards, some standards were collapsed into new categories
- Standards were eliminated that lacked:
  - A strong research base
  - Alignment with research based observational measures
  - Objective basis for documentation
  - Inclusion in other state's QRIS
  - Articulation by stakeholders that the standard reflects best practice
- Some standards were moved or reordered to reflect increasing levels of quality
- Documentation requirements were changed to ensure each is aligned with the standards and are doable

The number of final Massachusetts QRIS standards was substantially lower than the number of provisional standards. Table A below illustrates the number of provisional and revised standards.

**Table A. Comparison of Number of Provisional and Number of Revised Standards**

| | Center and School Based | Family Child Care | After School and Out-of-School |
|---|---|---|---|
| **Provisional standards** | 149 | 139 | 161 |
| **Revised standards** | 79 | 57 | 57 |

Detailed findings regarding the research evidence, the alignment with existing research based observational measures, the alignment with other states' QRIS standards, and the stakeholder comments regarding best practice are presented in the full report.

# INTRODUCTION

The Commonwealth's new Quality Rating and Improvement System (QRIS) is a key tool, among many, that Massachusetts is developing to help families, communities, and policymakers understand what constitutes quality. Building on a strong foundation of licensing, the QRIS is designed to support all children and youth (birth to 13) served in settings across the Commonwealths' mixed delivery System.

To foster the integration and use of child development principles and practices linked to quality a set of QRIS Standards were adopted by Board of the Massachusetts Department of Early Education and Care on December 14, 2010. The QRIS Standards incorporate learning standards, curriculum, assessment, educator preparation, and family and community engagement to ensure the strongest outcomes for children. The QRIS Standards are a central component to the MA QRIS.

The Massachusetts Quality Rating and Improvement System (QRIS) Provisional Standards Study: Final Reports outlines the process that Education Development Center (EDC), the Massachusetts Department of Early Education and Care (EEC), and stakeholder from across the Commonwealth engaged in to inform the revisions of the newly adopted QRIS Standards.

A team of researchers from the Education Development Center, Inc. (EDC) engaged in a set of rigorous activities to study the provisional Massachusetts Quality Rating and Improvement System (QRIS) Standards and develop recommendations for revisions to the standards. The EDC Study Team worked closely with the Massachusetts Department of Early Education and Care (EEC) and early education and care, after school and out of school time stakeholders throughout the Commonwealth to ensure that the findings from the study thoroughly informed the development of the standards and articulated a roadmap for improving program quality within the state's early education and care and afterschool mixed delivery system[b]. The system is designed to enhance quality for the approximately 275,000 children who participate in the estimated 12,000 licensed programs statewide as well as children and youth who participate in licensed-exempt programs.

### About the Study and Report Structure and Format

Between August 2010 and November 2010, a team of researchers from the Education Development Center, Inc. (EDC) engaged in a set of rigorous activities to study the provisional Massachusetts Quality Rating and Improvement System (QRIS) Standards and develop

[b] Early education and care programs include a mixed system, which is defined as "any person providing early education and care including, but not limited to, public, private, non-profit and for-profit preschools, child care centers, nursery schools, preschools operating within public and private schools, Head Start programs and independent and system affiliated family child care homes." *See* G.L.c. 15D, § 1A.

recommendations for revisions to the standards. The EDC Study Team worked closely with the Massachusetts Department of Early Education and Care (EEC) and early education and care stakeholders throughout the Commonwealth to ensure that the findings from the study thoroughly informed the development of the standards and articulated a roadmap for improving program quality within the state's mixed delivery system. The Study Team designed the study to ensure the creation of an evidenced-based set of QRIS standards, which, individually and in the aggregate, can be measured and are shown to lead to increased program quality.

This report begins with a brief description of the Massachusetts Quality Rating and Improvement System and the Provisional QRIS Standards that were approved by the EEC Board in February 2010 and were in place for the state's 2010 QRIS pilot. The report outlines the objectives, scope and presents the study's methodology and follows with a summary of key findings. Following the findings, the report presents the recommendations that were presented to EEC, the EEC Board and the early education and care and out of school time community. These recommendations are based on a synthesis of findings grounded in research evidence, and recommendations from stakeholders throughout the Commonwealth.

## Background: Development of Massachusetts QRIS Provisional Standards

### What is a Quality Rating and Improvement System (QRIS)?

A Quality Rating & Improvement System (QRIS) is a method to assess, improve, and communicate the level of quality in early education and care as well as after-school settings.[1,2]

QRIS are similar to other consumer rating systems that "rate" goods or services to provide customers with a better understanding of quality**.** Across states, the ratings typically reflect increasingly higher levels of quality, with many states articulating 4 or 5 levels of quality and some states only using 3 levels. Regardless, the levels reflect quality that is above and beyond the states licensing regulations and standards.

In most states, QRIS have five components:

1. Standards – The QRIS' standards build on the various standards already being used in the state, such as licensing, NAEYC, NAFCC, and Head Start Performance Standards, and are organized into one body of standards. The standards are usually categorized into a series of levels or steps, such as 1 - 5.
2. Monitoring and Accountability – The measures the state will use to recognize where programs are in relation to the standards levels.

3. Program and Practitioner Supports – The infrastructure to help programs meet and maintain the quality standards. The support infrastructure is built from current/existing resources (e.g., grants).
4. Fiscal Incentives – The incentives to encourage programs and providers/educators to pursue higher levels of quality
5. Family and Consumer Engagement – The way that the content of the QRIS is communicated to parents and programs.

QRIS standards tend to be tailored to different program types – center-based and public school programs, family child care providers, and after school and out of school time providers. While some states have one set of standards across program types, all states tailor the documentation requirements to address differences in program type.

## Description of the Massachusetts Quality Rating and Improvement System (QRIS)

The Massachusetts QRIS was designed to reflect the mixed delivery system in Massachusetts. As such, Massachusetts' early education and care, after school, and out of school time stakeholders' unique perspectives regarding quality were reflected in the development of the system. Stakeholders began designing the system including the provisional standards in earnest in 2008 as a developmental, iterative process that included a compilation of recommendations initiated by a stakeholder group consisting of members specializing in special education, Universal Pre-Kindergarten (UPK), early education public and fiscal policy, public school preschools, after school and out of school time providers, community and faith-based providers, Head Start programs, as well as professional development, child development content and research experts. These efforts resulted in draft versions the QRIS standards for three program types, center and school-based, family child care, and afterschool and out of school time programs

**Graphic 3. Names of Massachusetts Standards Over Time**

- *Draft QRIS Standards, Developed by QRIS Stakeholders with EEC, 2009*
- *Provisional Standards,* Unanimously Approved by EEC Board, February 2010
- *Proposed Revised Standards,* Presented to EEC and stakeholders, Fall 2010
- *Massachusetts QRIS Standards*, Unanimously Approved by EEC Board, December 2010

Through the process, draft recommendations for all aspects of the system including an early version of the draft provisional standards were developed based on broad goals and principles that the stakeholders wanted the QRIS to reflect. These stakeholders represented the various types of early education and care providers (e.g., school-age, family child care, center-based, public schools, etc.). As such, one set of standards was developed for center-based and school-based early care and education programs, one for family child care, and one for after school and out of school time programs.

**The Development of the Provisional QRIS Standards**

EEC also worked internally to align QRIS draft standards with newly proposed licensing regulations[3], the emerging professional development core competencies, and other key EEC quality program initiatives.[c] After the draft versions were created, they were posted for public input in the fall of 2009 to elicit feedback from providers throughout the Commonwealth. EEC revised the standards for clarity and appropriateness for measuring quality, resolved any outstanding issues, and then the provisional QRIS standards were unanimously approved by the EEC Board in February 2010.

In the spring of 2010, five regional forums were held to formally introduce the QRIS Pilot and the approved QRIS Provisional standards to the early education and care and out of school time community.[4]

The provisional standards were tailored for the following types of programs:

- Center and School-Based (For use by center based and school based programs, including non-licensable and license-exempt center based programs (i.e. public school preschools, Montessori schools, or religiously affiliated programs)
- Family Child Care (For all family child care homes)
- Afterschool and Out of School Time (For all afterschool and out of school time programs serving school-aged children and youth outside of the regular school day, even if the program is physically located in a school building)

The standards covered the following 5 broad categories:

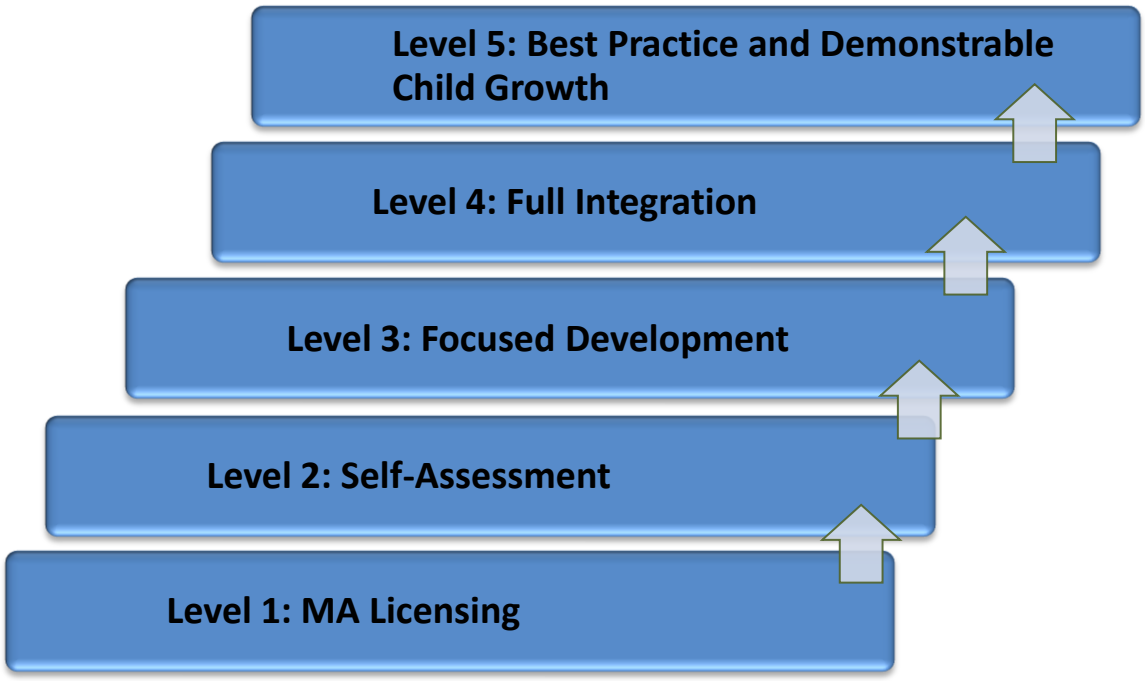
- Curriculum and learning
- Environment
- Workforce qualifications
- Family involvement
- Administration

The number of standards within each category varied by program type. For example, there were 149 center-based and school-based provisional standards, 139 family child care provisional standards, and 161 after school and out of school time provisional standards. The number varied as a result of inherent programmatic differences. For example, the number of workforce qualification standards ranged from 22 for family child care to 32 for center-based and school-based, to 34 for after school and out of school time programs. This number reflects the fact that for family child care educators, may be the only staff on site, and is the owner, serving as the program administrator and the educator a teacher and a lead teacher are the only educators interacting with children, whereas in larger programs additional personnel are present.

[c] http://www.mass.gov/Eeoe/docs/EEC/regs_policies/20100122_606_cmr.pdf

Across all QRIS program types, 4 levels of quality were fully articulated in the provisional standards, with the highest level – Level 5 – to be determined at a later date. These levels are presented in Graphic 1 below. The graphic illustrates that each level represents enhanced quality. For example, Level 1 meets licensing requirements (even for programs that are exempt), Level 2 programs are engaged in self-assessment and a continuous improvement process. Levels 3 and 4 have demonstrated structural indicators and reliable observation data demonstrating focused development and full integration of program quality.

**Graphic 1. Massachusetts QRIS Levels**[d]




Source: Massachusetts Department of Early Education and Care

## QRIS Pilot Evaluation

EEC launched the QRIS Pilot in 2010 with the aim of learning lessons that could inform the full implementation of MA QRIS —scheduled for January 2011. The QRIS Pilot included 4 levels of quality as EEC determined that articulating Level 5 quality would be developed later and informed from the field and lessons learned during the Pilot. For the Pilot, participants were asked to present documentation that demonstrated the fulfillment of standards based on their self-assessed level. Educators and programs were also asked to participate in the evaluation and give detailed feedback about challenges and lessons learned. Moreover, QRIS Pilot participants

[d] Graphic from Massachusetts Department of Early Education and Care

were informed that the full QRIS implementation would be modified to reflect the lessons learned during the pilot and evaluation recommendations.

### Need for Revision to Massachusetts QRIS Provisional Standards

The QRIS Pilot Evaluation Report recommended that the state revise the QRIS standards and provide QRIS participants with additional direction regarding the type of documentation that would provide sufficient evidence of meeting particular standards.[5] These recommendations were based on a rigorous evaluation in which data from a representative sample of over 500 early education and care providers who participated in the Pilot or had expressed an interest in the Pilot, and a sample of providers throughout the state who had not participated in the Pilot. The robust evaluation produced findings that illustrated statistically significant differences in perspectives among different types of providers.

The Study Team recommended that EEC revise the standards, based on an overwhelming sentiment among providers that this was necessary. In fact, the majority of providers - 75% who received grants and 66% who did not receive grants but nonetheless participated in the Pilot – reported that they understood the process of learning about the QRIS, but only one-half reported they believed the standards were "appropriate." The primary challenges, according to providers, were both the complexity of the standards as well as the number of criteria within each standard. Specifically, some providers reported that there were too many criteria to fulfill the requirements for that QRIS level, especially those who were accredited or were following other quality guidelines such as the Head Start Program Performance measures. A substantial number of providers recommended that EEC offer additional guidance regarding the specific criteria that could be addressed with National Association for the Education of Young Children accreditation or specific scores they should obtain on existing environment rating scales. A sizable percentage of providers also expressed concern about the appropriateness of some of the criteria related to the environment—particularly providers located in older buildings.

The final evaluation report also provided recommendations to EEC to clarify the documentation requirements for the QRIS full implementation. The recommendations were based on interviews with providers, analyzed survey data, and also analyzed the documentation submitted by providers.[e]

In sum, important lessons were learned from the QRIS Pilot that showed a need for a streamlined and revised set of QRIS standards and a need for additional evidence-based criteria for QRIS documentation.

### EEC Took Steps to Address Pilot Evaluation Recommendations

To address the 2010 Pilot evaluation recommendations, EEC solicited proposals for a study of the Provisional Standards to inform the development of revised standards for the full QRIS

[e] EEC deliberately was not prescriptive in order to learn from the QRIS participants. Participants were asked to submit documents they felt proved that they met the standard/measurement.

implementation. The EDC researchers who conducted the Pilot evaluation were awarded the competitive contract for the Provisional Standards Study to be conducted between August 2010 and December 2010. The subsequent section presents the objectives and scope along with the methodology.

## OBJECTIVES, SCOPE, AND METHODOLOGY

The main objective of informing revisions to the QRIS System (including standards, measurements, and documentation) based on the research evidence and stakeholder feedback. We describe the methodology and scope of the study in this section.

The EDC Study Team began by developing a logic model –or graphic illustration—of the theory of change of the study. The theory of change illustrates how the following inputs have guided the study's activities: the Provisional Standards, EEC stakeholders' perspectives and insights, the Pilot documentation, national experts' knowledge, the scientific literature, the EEC licensing regulations and existing tools, and EEC leadership (see Graphic 2).

The EDC Study Team used the logic model and accompanying theory of change to guide the study. A logic model is a graphic illustration of the theory guiding particular activities that shows how resources link to ultimate outcomes. The QRIS provisional standards study logic model is presented in Graphic 2. Moving from left to right, the reader can see that the Study Team used existing inputs—including the provisional standards, ECE input, evaluation findings, etc.— to support and inform project activities. The project activities presented in the model include a review of the scientific literature, the development of a cross-walk of the standards with licensing regulations as well as existing tools and measures, review and verification of the documentation provided by Pilot participants, and data collected from EEC stakeholders and national experts. The model then shows that, in theory, these activities were designed to lead to a number of outputs or products including the final revised standards and the final report. Ultimately, this study was designed to inform revisions to the QRIS System (including standards, measurements, and documentation) based on the research evidence and stakeholder feedback.

## Graphic 2. QRIS Provisional Standards Study Logic Model

| Inputs | | Interim Outputs<br>Product that can be counted or assessed in terms of quality | Ultimate Outputs<br>Final products/ deliverables | |
|---|---|---|---|---|
| • Provisional Standards<br>• Early Education and Care Stakeholders' and Pilot Participants' Perspectives and Insights<br>• Pilot Documentation<br>• National Experts/ Knowledge-base<br>• Scientific Literature<br>• Licensing standards and existing tools and measures<br>• EEC leadership | **Gather input**<br>• Present an update and overview of QRIS Provisional Study including feedback opportunities for EEC Advisory Council, Policy and Fiscal Committee, and Planning and Evaluation Committee<br>• Conduct regional forums to obtain input from EEC stakeholders and pilot participants regarding preliminary recommendations for QRIS standards<br>• Collect data from EEC stakeholders and pilot participants through surveys and telephone interviews<br>**Assess evidence**<br>• Conduct literature review<br>• Consult with national experts to supplement literature review regarding existing evidence and best practice<br>• Based on the strength of the research base, provide EEC with preliminary recommendations for QRIS standards<br>• Develop cross-walk of provisional standards, EEC licensing standards, and existing tools and measures *(Arnett, CLASS, PAS, BAS, APT, ECERS-R, ITERS-R, FCCERS-R, SACERS, Head Start Performance Standards, NAEYC, NAFCC, COA Criteria and Standards)*<br>• Incorporate crosswalk components into updated QRIS Data System (EEC)<br>• Review documentation provided by Pilot participants<br>• Create and refine list of acceptable documentation that supports provisional standards based on evidence and existing documentation<br>**Reporting and refinement of standards**<br>• Provide EEC with refined recommendations of the QRIS standards based on literature review, best practice, and stakeholder feedback<br>• Provide EEC with refined recommendations for acceptable documentation requirements<br>• Present summary of QRIS Provisional study process to EEC Board and review the refined recommendations to update the QRIS System (standards, measurements and document requirements)<br>• Invite stakeholders to preview and provide input on refined recommendations to the QRIS System (including standards and documentation requirements, EEC to convene)<br>• Finalize standards (EEC with input and Board vote)<br>• Finalize documentation requirements (EEC with input and Board vote)<br>• Board vote to approve new System for January launch | • Literature review document<br>• Crosswalk documents<br>• Powerpoint presentations to EEC stakeholders throughout the Commonwealth<br>• Numbers and types of EEC stakeholders providing input into refined standards<br>• Quantitative and qualitative data from stakeholders regarding perspectives on standards<br>• Draft report<br>• Draft refined standards | • Final Report<br>• Final revised standards<br>• List of acceptable documentation relating to each standard<br>• EEC to launch updated QRIS system based on literature review, best practice and stakeholder feedback | • QRIS System (including standards, measurements, and documentation) is updated based on evidence base and stakeholder feedback<br>• Revised QRIS System is launched in January 2011 |

The Study Team engaged in number of activities to carry out the study. Details regarding the sample are presented in Table 1. Briefly, the Study Team:

- Developed a crosswalk documenting the alignment of the QRIS Provisional standards with EEC licensing regulations and existing research-based observational measures.
- Reviewed the research literature that is aligned with each of the Provisional standards and create an accompanying database to demonstrate the strength of the evidence for each of the Provisional standards.
- Created Powerpoint presentations; presented to EEC Board and subcommittees and over 400 early education and care stakeholders throughout Massachusetts in 5 regional forums, and 2 telephone conference calls.
- Collected input from a variety of EEC stakeholders including members of the EEC Board and Committees, interested stakeholders through a forum at Wheelock College, and telephone feedback in order to inform the revisions to the standards.
- Reviewed EEC's documentation database: QRIS Program Manager.
- Reviewed 20 state's existing QRIS standards to determine the degree of alignment between the Massachusetts Provisional standards and other state's QRIS standards.
- Analyzed stakeholder feedback obtained from regional forums, interviews, surveys and discussions with national experts and analysis of quantitative survey data.
- Developed proposed revised QRIS standards and accompanying measurements and documentation.

Following Table 1, these activities are described sequentially; however, the Study Team engaged in these activities concurrently.

## Table 1. Study Activities, Description, and Sample

| Study Activity | Description | *n* |
|---|---|---|
| **Surveys** | Total surveys from early education and care providers | 796[6] |
| | center-school based surveys | 293 |
| | family child care provider surveys | 124 |
| | after school provider surveys | 76 |
| **Presentations** | EEC Policy and Fiscal Committee<br>EEC Planning and Evaluation Committee<br>Together for Quality, Wheelock College<br>EEC Advisory Board | 1<br>2<br>1<br>1 |
| **Stakeholder Telephone Interviews** | Total interviews from early education and care providers[7] | 29 |
| | center-school based | 19 |
| | family child care | 7 |
| | afterschool/out of school | 12 |
| **Regional Forums and Stakeholder meetings** | Regional forums | 5 forums over 400 attendees |
| | Conference calls | 2 calls over 75 participants |
| | In person meetings:<br>Family child care systems meeting, EEC Lawrence<br>QRIS Dialog Meeting, Wheelock College<br>Planning and Evaluation Committee meetings, EEC | 5 |
| **Literature Review and National Expert Interviews** | Peer-reviewed research articles and reports | 276 research articles, books, chapters, and reports representing over 500 studies |
| | National expert interviews | 6 |
| **EEC QRIS Program Manager Database Review** | Total grantee applications | 933 |
| | center-school based | 240 |
| | family child care | 545 |
| | afterschool/out of school | 148 |

[6] Sum of provider surveys does not equal total survey response rate as some respondents were 'other' indicating they represented multiple types of providers or other EEC stakeholders.

[7] The total number of interviews that were conducted include 29 individuals, however these individuals represent multiple providers and provider types. Many individuals commented on more than one set of standards.

## Development of Cross Walk Showing Alignment

In order to determine the degree of alignment of the licensing regulations[3], environment ratings, national accreditation standards, Head Start performance monitoring standards, and other measures with each QRIS standard; the EDC Study Team developed a cross walk comparing each QRIS standard (across each QRIS Level and provider type) with the Massachusetts Department of Early Education and Care's licensing regulations and various existing standards and measures (see Table 3).

### Table 2. Standards and Measures Included in Crosswalk

| |
|---|
| Massachusetts Department of Early Education and Care Licensing Regulations[3] |
| Environment Rating Scales including: |
| › Infant/Toddler Environment Rating Scale Revised Edition (ITERS-R)[6] |
| › Early Childhood Environment Rating Scale Revised Edition (ECERS-R)[7] |
| › Family Child Care Environment Rating Scale Revised Edition (FCCERS-R)[8] |
| › School-Age Care Environment Rating Scale (SACERS)[9] |
| Arnett Caregiver Interaction Scale (CIS)[10] |
| Classroom Assessment Scoring System (CLASS)[11] |
| Program Administration Scale (PAS)[12] |
| Business Administration Scale (BAS)[13] |
| Assessing After-School Program Practices Tool (APT)[14] |
| Head Start Program Performance Monitoring Standards[15] |
| National Association for the Education of Young Children (NAEYC)[16] |
| National Association of Family Child Care (NAFCC)[17] |
| Council on Accreditation Standards for After School Programs (COA)[18-20] |
| Division of Early Childhood (DEC)/ Office of Special Education Programs[21] |

The Study Team developed a comprehensive database that lists each of the Provisional QRIS standards and then lists the exact item in each of the above measures that aligns directly or indirectly with the measure. If no item is included for a given measure, the database notes this. A coding schema was developed to assess direct alignment, indirect alignment and no alignment. The Study Team began by assessing alignment between the Provisional Standards and the Environment Rating Scales (ERS) with the aim of refining the language in the standards so that it was more consistent with the ERS. Specifically, the Study Team compared the following Environment Rating Scales (ERS): center and school-based standards were compared to ECERS-

R, and ITERS-R; the family child care standards with the FCCERS-R; and the after school and out of school time standards with the SACCERS and the APT.

The ERS are observational measures with strong psychometric properties. In other words, the tools accurately measure program quality reliably or in a consistent manner. The APT is a tool developed by the National Institutes for Out of School Time at Wellesley for use by after school programs. This tool is widely used to assess program quality of afterschool programs in Massachusetts.[8]

The study team also compared the Provisional Standards with the Arnett Caregiver Interaction Scale, the Classroom Assessment Scoring System (CLASS), the Program Administration Scale (PAS), and the Business Administration Scale (BAS). Like the ERS, these tools have been found to be reliable and valid measures.

The Study Team also assessed the degree of alignment between the Provisional Standards and accreditation and Head Start performance monitoring standards. Moreover, after the standards were revised, the study team compared each revised standard with accreditation and Head Start performance monitoring standards so QRIS participants could easily see how accreditation and Head Start standards addressed the QRIS standards.

## Review of Other States' QRIS

The Study Team created a database listing each of the Massachusetts QRIS provisional standards that were used for the Pilot along with comparable standards used in 20 other states' QRIS. The study team searched the National Child Care Information Clearinghouse website to find existing states' quality standards and measures. At the time of the search, many states were in the process of developing new QRIS and a number of states had launched systems but did not have the detailed standards and measures publicly posted. A total of 20 states had fully operational QRIS with standards and measures publicly posted and all of these states standards were included in the database.

Information in this database illustrated the degree of alignment and divergence between the Massachusetts QRIS provisional standards and the level and type of evidence required by other states. The 20 states in the QRIS database are: Arkansas, Delaware, District of Columbia, Idaho, Indiana, Illinois, Iowa, Kentucky, Louisiana, Maine, Maryland, Mississippi, New Hampshire, New Mexico, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, and Vermont.

The Study Team analyzed information in the state database to determine the degree of alignment between the provisional standards and other states' standards. The purpose of the comparative analysis was to identify trends and lessons learned. The Study Team recommended changes based on the analysis of other state's QRIS standards primarily when Massachusetts stakeholders

[8] NOIST is currently engaged in a study to assess the validity and reliability of the tool and NOIST plans to publish the results in the future.

had provided feedback that standards should be modified. When standards were included by many states but were not included in the Massachusetts QRIS, the study team also compared those states' licensing regulations with Massachusetts' regulations. The purpose of analyzing the degree of alignment was to determine if Provisional standards reflected best practice as articulated by other states.

## Literature Review

The EDC Study Team conducted an extensive review of the existing research literature to gather evidence linking each standard to existing peer reviewed research and to provide recommendations regarding evidence-based standards. The Study Team examined literature published in peer-review journals, reviewed existing databases and websites and reached out to child care research organizations across the country to seek out manuscripts in press. The search criteria, the databases searched, and other resources are described below, along with examples of the type of research in our review of the literature.

The Study Team considered four primary factors in conducting the literature review:

1. Date of the publication: The Study Team included the most current information except in the case of older nationally known seminal resources.

2. Source and funder of the report/study/brief/article: The Study Team gave priority to studies funded by the federal government that have strict peer review criteria for publication. For example, the Office of Planning Research and Evaluation (OPRE) and the Institute of Education Sciences (IES) are vetted sources known for strict attention to research protocols.

3. Methodology: We developed criteria to rate the research methodology as one measure of the evidence related to each standard. We included random control trial (RCT) studies, quasi-experimental studies, survey research including self-assessments, and literature reviews, policy briefs, etc.

4. Existing knowledge base: We include resources that were both peer-reviewed but in instances in which the research base is slim or non-existent we sought out resources through interviews with content specialists, organization websites, etc.

For each QRIS standard, the Study Team searched the existing literature using the key words associated with the standard and used *expanded* as well as *narrowed* search criteria. Using Boolean search logic we searched for studies specific to child care and also expanded our searches to find evidence from the early education literature.

The Study Team developed a rating scale to note the quality and comprehensiveness of evidence related to that standard. For example, a QRIS Standard for Nutrition and Food Service requires that "Meals and/or snack are planned to meet the child's nutritional requirements as

recommended by the Child Care Food Program of the United States Department of Agriculture" (Area 8. B7). Research shows strong experimental evidence that high-quality comprehensive service programs lead to improvements in child outcomes (e.g. Abecedarian Project, Perry Preschool Project) [22-24] and correlational research shows an association between participation in U.S. Department of Agriculture Food and Nutrition Program and observed child care quality [25]. Rather than simply noting that data exists on these standards, the Study Team included information on the nature of the data (e.g. experimental versus correlational). Table 3 below presents the criteria used to assess the existing research evidence.

### Table 3. Literature Review Criteria

| Methodology | Evidence | Status of Review |
|---|---|---|
| Experimental | Positive evidence | Early education and care evidence |
| Quasi-experimental | Mixed evidence | No evidence found |
| Qualitative study | Negative evidence | Evidence from other fields of study only |
| Case study | | Evidence from non-ECE education only |

The Study Team also reviewed a number of literature reviews and meta-analyses such as the U.S. Department of Health and Human Services, Administration on Children and Families literature review on family child care and review of new research findings.[26] These materials summarize findings from years of research in child care and after school and present findings on the strength of the evidence related to many of the QRIS criteria. Finally, the Study Team gathered input from stakeholders throughout the Commonwealth and from national experts to ensure key research was included in the review.

The Study Team established specific criteria for rating the alignment of the research with the QRIS standards and rating the evidence for each standard. The Study Team proposed to include standards that are directly aligned with research evidence as well as standards that have indirect alignment that are recommended by other states, EEC stakeholders, or are present in existing measures. For example, strong research evidence exists for nearly all aspects of the following center-based Level 3 curriculum standard:

> Program uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across *all* developmental domains.

However, the research is specific to particular developmental domains rather than all developmental domains. In this case, the Study Team determined that the research evidence was sufficient to meet the standard since additional evidence is available to support the standard. (See below for description of additional evidence.)

## Review of Documentation Submitted by Pilot Applicants

The Study Team reviewed a sample of QRIS Pilot applications and the attached documents in order to assess the relevance of the documents provided based upon the QRIS standards and levels. The EDC research team has reviewed all of the data in the QRIS Program Manager (QPM) database from providers that had self-assessed at levels 1, 2, 3, and 4, during the pilot.

## Analysis of Stakeholder and Expert Feedback

The Study Team gathered feedback through in-person regional forums and meetings, conference calls, presentations, web-based surveys, interviews, and document reviews. The Study Team obtained early input and feedback from stakeholders throughout the Commonwealth through regional forums. Table 4 lists the dates and locations of these forums, in which over 400 stakeholders participated.

### Table 4. Regional Forum Dates and Locations

| |
|---|
| October 13th (6:30pm-8:00pm)<br>Western Region<br>Holyoke Community College<br>People's Bank Room<br>303 Homestead Avenue<br>Holyoke, MA 01040 |
| October 20th (6:30pm-8:00pm)<br>Northeast Region<br>EEC Regional Office<br>360 Merrimack Street<br>Building 9, 3rd floor<br>Lawrence, MA 01843 |
| October 27th (6:30pm-8:00pm)<br>Metro Boston Region<br>51 Sleeper Street, 4th floor<br>Boston, MA 02210 |
| November 1st (6:30pm-8:00pm)<br>Central Region<br>10 Austin Street<br>Worcester, MA 01609 |
| November 3rd (6:30pm-8:00pm)<br>Southeast Region<br>1 Washington Street, Suite 20<br>Taunton, MA 02780 |

The Study Team also presented to the EEC Policy and Fiscal Committee, Planning and Evaluation Committee, and Advisory Board.

After analyzing the data and making preliminary recommendations for the proposed revised standards, the Study Team conducted 29 interviews with stakeholders and collected 796 web-

based surveys. Moreover, the Team gathered feedback during a meeting of family child care system directors and a meeting of ECE stakeholders from throughout the Commonwealth at a stakeholder forum held at Wheelock College in late November.

Finally, the Study Team conducted telephone interviews with national experts and reviewed existing reports on the development and refinement of QRIS.[i] A summary of the key themes that emerged from the data collection and analysis are presented on page 35.

i

# PRELIMINARY STUDY FINDINGS

The Study Team analyzed data in the QRIS databases to inform the development of proposed revised standards. The Study Team engaged in an iterative process of analyzing state data, measures data, information from the literature review database, the QRIS Project Manager database, and documents provided by QRIS Pilot participants to inform the development of the revised standards.

The analysis of data was concurrent for the most part. The Study Team began the process by streamlining the standards that were duplicative with the existing Massachusetts Licensing Regulations. Next, the Study Team examined the strength of the evidence-base associated with each standard and the types of documents produced by Pilot participants to inform the recommendations for the proposed revised standards. Below we present a brief summary of the analysis of each of these data sources.

The study team found research-based evidence for 40 center and school based standards, 23 family child care standards, and 31 after school and out of school time standards. In addition, the team found that many of the provisional standards could be assessed using existing reliable measures such as the environment rating scales but that small changes in the language of the standard would be needed for direct alignment. Moreover, the study team found that 9 center and school-based, 8 family child care, and 7 after school and out of school time standards were included in other states' QRIS.

## Provisional Standards and Massachusetts EEC Licensing Regulations

The Study Team compared the Provisional Standards with the Massachusetts Licensing regulations and found that many of the Provisional Standards were covered by licensing regulations. The Massachusetts licensing regulations apply to approximately 12,000 programs across the state that serve approximately 275,000 children. The Study Team found a total of 214 of the Provisional standards were aligned with licensing regulations. (See Table 5 below.) In some instances, stakeholders reported that it would be important to keep the standards in the QRIS because of the frequency of reporting and the importance of the standard for quality. Ultimately, a total of 89 Provisional standards were eliminated: 30 center and school based, 31 family child care, and 28 after school standards.

**Table 5. Number of Provisional Standards Covered by Massachusetts Licensing Regulations**

| Provisional Standard | Number of Standards Directly Aligned with Massachusetts Licensing Regulations |
|---|---|
| **Curriculum And Learning** | 38 |
| Assessment | 6 |
| Curriculum | 9 |
| Serving Children With Disabilities | 6 |
| Serving Children With Diverse Languages And Cultures | 9 |
| Teacher Child Relationships And Interactions | 8 |
| **Environment** | 21 |
| Health And Safety | 7 |
| Indoor | 10 |
| Outdoor | 4 |
| **Family Involvement** | 7 |
| Family Involvement | 7 |
| **Workforce Qualifications** | 31 |
| Consultants Qualifications And Professional Development | 0 |
| Director Qualifications And Professional Development | 14 |
| Lead Teacher/Site Coordinator Qualifications And Professional Development | 9 |
| Teacher/Group Leader Qualifications And Professional Development | 6 |
| Teaching Assistants/FCC Assistants/Teacher Aides/Assistant Group Leaders Qualifications And Professional Development | 2 |
| **Administration** | 10 |
| Administration Management And Leadership | 5 |
| Community Involvement | 2 |
| Evaluation | 1 |
| Supervision | 2 |

## Provisional Standards and Reliable Measures

The Study Team analyzed the alignment between the reliable observation measures that provide consistent, reliable data—presented in Table 3 in the methodology section— and the QRIS provisional standards to inform the recommendations regarding streamlining the standards and the criteria for future documentation to be submitted by QRIS applicants.

### Many Provisional Standards Aligned with Reliable Measures

The Study Team found that many reliable observation measures were directly aligned with psychometrically reliable observational measures, some were indirectly aligned and some were not at all aligned. Table 6 below illustrates the alignment of a Center/School Based QRIS Level 2 standard with two of the Environment Rating Scales—both the ITERS-R and ECERS-R. In this example, it is clear that the item on the ITERS is directly aligned with the QRIS standard. The ECERS item addresses interactions among professionals but does not focus specifically on annual consultations with health consultants.

**Table 6. Crosswalk of Environment Rating Scales against QRIS Standards**

| QRIS Provisional Standard: Materials Checklist | ITERS-R Direct Alignment | ECERS-R Indirect Alignment |
|---|---|---|
| **2C. Environment: Health and Safety** Annual consultations by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program | **12. Health policy** [Excellent] Arrangements made for a medical consultant, such as a local doctor or nurse practitioner, to handle health questions. | **37. Provisions for children with disabilities** [Good] Staff follow through with activities and interactions recommended by other professionals (Ex. medical doctors, educators) to help children meet identified goals. |

The Study Team found that many of the leadership and administration standards were directly aligned with the BAS and PAS and that in some instances slight modifications to the language in the Provisional standard would lead to direct alignment. The Study Team also found that many of the curriculum standards, especially around educator interactions with children were directly aligned with items in the CIS and CLASS.

The Study Team also examined alignment between existing standards, accreditation criteria, and Head Start Performance Standards. The Study Team found that some items aligned directly. Table 7 below illustrates alignment of a center-based standard with Early Childhood Program Standards, NAEYC and Head Start Performance standards.

**Table 7. Crosswalk of Early Childhood Program Standards, Head Start Performance and NAEYC Accreditation standards against QRIS Standards**

| QRIS Provisional Standard | Early Childhood Program Standards[27j] | NAEYC[16] | Head Start Performance Standards[15] |
|---|---|---|---|
| **2C. Environment: Health and Safety** Annual consultations by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program. | **Area 7. A2** - The consultant assists in the development of the program's health care policy, approves the policy initially and upon renewal of license or at least every other year, and approves any changes in the policy. | **5.A.02** - The program has and implements a written agreement with a health consultant who is either a licensed pediatric health professional or a health professional with specific training in health consultation for early childhood programs. | **Subpart B §1304.20 (a)(ii)** Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventative and primary health care which includes medical, dental and mental health. |

The Study Team found that other standards were not directly aligned but accredited and Head Start programs would likely be at an advantage in meeting the standard. For example, center-based Level 3 programs would need to verify that teaching staff are trained in the curriculum, in working with diverse children, and in the Massachusetts curriculum standards. Because of the emphasis on professional development and diversity, teachers at both NAEYC and Head Start programs would likely meet this standard and would be at an advantage. Moreover, NAEYC and Head Start programs would likely meet the Environment standards as there is alignment between the QRIS standards and the accreditation and Head Start standards. At the same time, alignment is not 100%. For example, NAEYC and Head Start do not require training in state curriculum standards, and therefore, additional verification would be needed to meet the standard.

### Some Provisional Standards Did Not Reflect Scaffolding

The Study Team analyzed the provisional standards and quality scores that programs would achieve using reliable observational measures. The Study Team found some instances in which provisional standards required a higher score for a Level 2 standard than a Level 3 standard. One important purpose of a QRIS is to articulate increasing levels of quality but some provisional. To ensure the revised standards reflected EEC's philosophy of scaffolding in which each additional level builds on the quality articulated in the previous level, the Study Team noted instances in which such scaffolding was not reflected and recommended changes to these standards. (See Appendix D table 1 for an example.)

## Comparison with Other States

The Study Team reviewed 20 existing state's QRIS. The 20 states QRIS that were reviewed ranged from systems that have been in place for more than a decade to newly implemented

[j] In addition these were reviewed for degree of alignment.

systems. For example, Oklahoma's QRIS was established in 1998 and the District of Columbia's began in 2000.[28] By contrast Mississippi and Rhode Island launched their QRIS in 2009 and Idaho implemented their statewide QRIS in 2010.[29] In some states, such as Pennsylvania[30] thousands of providers participate in the QRIS whereas other states are just beginning implementation.

Massachusetts had substantially more standards in the Pilot QRIS than any other state. For example, like Massachusetts. Pennsylvania tailors standards for center, family child care and after school providers. And, Pennsylvania includes detailed standards for each type of program. Yet Massachusetts had approximately 30% more standards for the Pilot than Pennsylvania has in their QRIS. Other states, such as Iowa have few standards but include the measure in the standard.

The Study Team then compared the Massachusetts provisional standards to those in the database to ascertain the degree of alignment. The Study Team found the following:

- **Licensing**. In 14 of the 20 states, Level 1 programs are required to meet state licensing regulations. As noted in the introduction, QRIS standards articulate quality that is above the quality that exists in state licensing regulations. The Study Team discovered that some quality standards found in other states QRIS did not appear to be articulated in the Massachusetts QRIS standards. In such instances the Study Team compared Massachusetts' licensing regulations to other states' licensing regulations for different program types (center and school based, family child care, and after school). This comparison resulted in the finding that Massachusetts' licensing regulations already included most of these quality standards and thus these standards would automatically be included in Massachusetts QRIS Level 1. For example, many states include health and safety and child/teacher ratios that are included in the Massachusetts licensing regulations.

  The Study Team found that Massachusetts licensing regulations are substantially more rigorous than most states. For example, comparing Massachusetts licensing with other states, the Study Team found that Massachusetts requirements regarding child/teacher ratios, group size, and particular activities are more rigorous than other states' regulations. For ratios related to preschool-age children, Massachusetts licensing regulations meet accreditation standards and Head Start program performance standards. In addition, Massachusetts center-based licensing regulations have a very high quality ratio for infants: "no more than 3 children under 12 months with one educator." By contrast, many states have a ratio of 1:4 or 1:5 for children who are under 12 months. Of the states that list ratios, none of the ratios in the states' QRIS meet the Massachusetts licensing regulations. Thus, ratio is not articulated in the QRIS standards as it is already included in MA QRIS Level 1 standards.

Moreover, Massachusetts licensing regulations require that early education and care providers engage in specific activities. For example, Massachusetts licensing regulations require providers to engage in activities that address creative expression but only 4 of the 20 states we reviewed have these requirements in their licensing regulations. Finally, Massachusetts licensing regulations cover issues related to cultural diversity but only 2 of the states the Study Team examined include this in their licensing regulations. In addition, Massachusetts is the only one out of the 20 QRIS states we examined that also includes social-emotional development in licensing regulations.[31]

- **Curriculum and Learning**. A total of 8 states have a QRIS standard requiring a curriculum and/or activities that are aligned with the state's early learning standards. However, the majority of other states require a structured curriculum at higher quality levels. For example, a comprehensive curriculum is required in Delaware to meet Level 4, in Indiana, Pennsylvania and Rhode Island to meet Level 3, Level 5 in Louisiana and Mississippi, but Level 2 in Maine and Ohio.
- **Environment.** A total of 13 of the 20 states' QRIS have an "environment" category (Oklahoma, Delaware, Pennsylvania, New Hampshire, Illinois, Rhode Island, Iowa, Arkansas, District of Columbia, Maine, Maryland, Mississippi, and New Mexico.) The other seven states have standards related to environment but do not have an entire category dedicated to environment.
- **Workforce Qualifications and Professional Development.** All of the 20 states' QRIS include a workforce qualification and professional development category. An analysis of the standards in other states' QRIS revealed that Massachusetts had more rigorous standards, by far, than other states. Massachusetts was the only state that required 100% of teachers to meet all of the workforce development qualifications. Moreover, many states' highest levels were comparable to Massachusetts Level 2. For example, Level 2 standards for teachers in centers in Massachusetts required either a Child Development Associate (CDA) credential or a minimum of 12 college credits in early childhood or the equivalent. This standard (for even a portion of teachers) exceeds higher standards in the following states' QRIS: Louisiana, Mississippi, New Hampshire, Ohio, and Vermont.
- **Family Involvement**. The Study Team found that 13 states list family involvement in their QRIS: Louisiana, Delaware, Tennessee, Vermont, Pennsylvania, New Hampshire, Rhode Island, Iowa, District of Columbia, Maine, Maryland, Mississippi, New Mexico. Two other states—Arkansas and Indiana and implicitly include parent and community involvement in other standards. The only parental/community involvement QRIS standards that appear more rigorous than Massachusetts is the District of Columbia's that requires parents to volunteer a minimum of 3 times during the year and requires a minimum of 6 parent trainings throughout the year to reach the highest level.

› **Leadership, Management, and Administration**. A total of 14 of the 20 states have an administration category with 4 additional states articulating some aspect of administration without an explicit administration category. The 14 states are: Arkansas, Delaware, Illinois, Iowa, Kentucky, Louisiana, Maine, Mississippi, New Hampshire, New Mexico, Ohio, Pennsylvania, Rhode Island, and Vermont. For the most part, Massachusetts's standards are more specific regarding the type and frequency of supervision and feedback. For example, Pennsylvania requires an annual staff appraisal, whereas Massachusetts requires that staff are given feedback at least twice a month.

## QRIS Documentation Review

The Study Team reviewed sample documents along with the crosswalk data to generate recommendations regarding types of documentation that should be required for each standard moving forward. The Study Team found that the documentation provided by Pilot participants fits into the following three categories: a) documentation meets criteria, more specifically, documentation is available through standards, or measures such as the licensing regulations and observation tools and/or is evidence based according to the research, b) documentation is not aligned with the standards, is incomplete, or not based on research and c) documentation could be sufficient but additional information is needed.

**Table 6. Example of Documentation Review**

| **Example Provisional Standard Level 2:** Demonstrates safe indoor and outdoor environments. | Documentation Meets Criteria | Documentation is not aligned, incomplete or not based on research | Could be sufficient but additional information needed |
|---|---|---|---|
| **Example Documentation** | ERS self assessment with no single item below 3 | Copies of pages from a catalogue showing new play ground equipment. | Pilot participant reported that the program completed an ERS self assessment but did not include self-assessment scores |

The Study Team also found the amount of documentation varied widely, ranging from a submission of one or two pages—such as a license certificate or NAEYC certificate—to more than a thousand pages of documentation. An analysis of the documentation revealed a lack of consistency in the level and type of documentation across provider types and QRIS levels. Providers applying for higher levels were no more likely to provide detailed documentation than providers applying for Level 1. For example, some providers at Level 1 provided only a NAEYC certification or License certification as their documentation, but many Level 1 applicants submitted as much documentation as Level 3 providers. One Level 1 applicant submitted the entire Materials Checklist in the *Early Childhood Program Standards for 3 and 4 year olds*[27], which is only required for those applying for Level 2. Moreover, one Level 2 applicant sent actual copies of sections from *The Creative Curriculum for Infants, Toddlers & Twos* to validate that its physical environment, shown through pictures provided, closely follows the curriculum.

The degree of specificity of documentation also varied. For example, some providers included copies of actual detailed and completed classroom observations or evaluation forms, while others only included blank copies of these forms. To document family involvement, some providers sent hundreds of pages of multiple documents while others only included attendance sheets for parent workshops or a single parent involvement flyer.

Furthermore, although some providers inserted sample handouts used in their professional development workshops, others only provided an attendance sheet with a list of teachers who attended the workshop. Lastly, some providers submitted various translated versions of questionnaires and brochures while others only provided materials that were in English.

Finally, the Study Team analyzed the Pilot participants' documentation to validate the self-assessed levels against objective documentation measures. The Team found that all of the participants in the QRIS Pilot would need to provide additional documentation to demonstrate quality above Level 1. While 120 programs self-assessed at Levels 2 and 3, the documentation presented did not present objective evidence of meeting the particular standards.

## Review of the Literature

The Study Team analyzed the literature and summarized the evidence related to each category in the provisional standards for each program type. The Study Team found research evidence for 40 center and school-based standards, 22 family child care standards and 31 after school and out of school time standards. The research evidence included strong evidence based on experimental studies and correlational evidence that was found across multiple studies. In some instances, the evidence supported part, but not all aspects of the standard, and in other instances the evidence was strong but the context differed. For example, evidence exists on the importance of supervision for quality teaching practice but did not find research evidence the frequency of supervision as articulated in the standard.

Below the key themes that emerged from the literature for each provisional standard category are presented. For detail on the key research reports and articles that were reviewed and for a listing of each revised standard that has research evidence, see Appendix E.

- **Category 1: Curriculum and Learning**. Existing research evidence on curriculum and learning reveals that scientifically, developmentally appropriate curriculum is linked with improved child outcomes. Moreover, positive teacher-child interactions are a critically important predictor of children's cognitive and social-emotional developmental gains. Research and policy positions point to the importance of enriched curriculum that is aligned with state's early learning guidelines and that incorporates the use of formative assessment data to tailor instruction to children's individual needs. Evidence regarding the quality supervision suggests a relationship between the quality of supervision and teacher quality.[32]

- **Category 2: Environment**. Research on safe and healthy indoor and outdoor environments demonstrates that quality programs must provide indoor and outdoor environments that promote children's development. Environment rating tools developed by researchers at Frank Porter Graham Child Development Center have been shown to be valid and reliable measures of safe, healthy, indoor and outdoor environments, and numerous studies have shown a strong relationship between scores on these environment measures and program outcomes.[6-9]. Moreover, research on health care consultation reveals that regular consultation from outside experts can be an important method of ensuring quality environments.
- **Category 3: Workforce Qualifications and Professional Development.** Research on workforce qualifications and professional development reveals that higher levels of educational attainment are linked with improved quality but specialization is important for desired child outcomes. New experimental studies demonstrate that the quality of the professional development is important to achieve desired quality outcomes. As such, it is important to note that teacher quality is complex. Details are presented in Appendix E. [33-36] In addition, professional development within specific content areas has been shown to be beneficial when combined with mentoring/ coaching.
- **Category 4: Family Involvement**. A number of correlational studies have demonstrated that family and community engagement activities are highly related to improved classroom quality and improved child outcomes. While limited experimental research data exists, numerous studies have shown a link between family engagement, community collaboration and quality of early education and care programs. [37-42]
- **Category 5: Leadership, Management, and Administration**. Research reveals that specific aspects of program leadership, management and administration are correlated with quality environments and child outcomes. [43]

# PROPOSED REVISED STANDARDS AND STAKEHOLDER INSIGHTS

The Study Team proposed revised standards that were based on an analysis of the alignment with ERS, the evidence as reflected in the research, and that were used in other state QRIS's. The EEC Board advised the Study Team to further revise the standards to incorporate evidence collected from stakeholders at the Regional Forums regarding their perspectives on best practice. These standards were reviewed by EEC, were further refined and then posted to the EEC web-site. Stakeholders throughout the Commonwealth were then asked to complete web-based surveys to provide their perspective of the proposed revised standards. An analysis of data collected through the web-based surveys, telephone interviews, and regional forums revealed that:

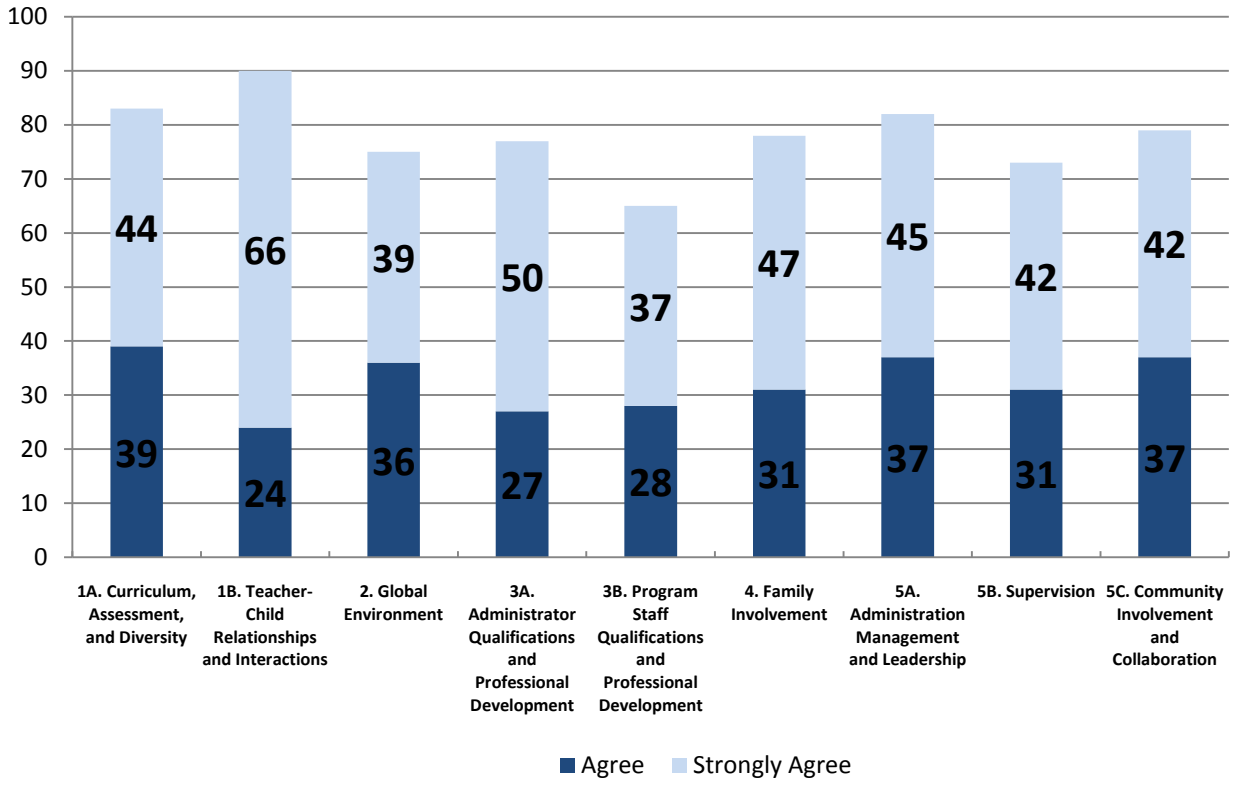
- The vast majority of survey respondents agree that the proposed revised standards reflected quality in early education and care.
- Some providers reported that they might face challenges when meeting the proposed revised QRIS standards. These respondents were less likely to agree that the proposed revised standards reflected quality.
- Some suggestions for modifying the language within certain standards were made
- Some stakeholders proposed keeping standards that had been included in the provisional standards and were not included in the revised provisional standards.

Details on stakeholder perspectives and how their insights were used to revise the final standards are presented below.

## Vast Majority Reported Revised Standards Reflect Quality but Some Anticipated Challenges in Meeting Some Standards

Analysis of survey data revealed that the vast majority of providers representing each group perceive that the proposed revised standards reflect quality. Analyses revealed that for most of the standards, nearly three quarters of respondents reported that the revised standard reflected quality. See graphics 2-4 below.

## Graphic 2. Center and School Based Provider Perspective on Quality[k]

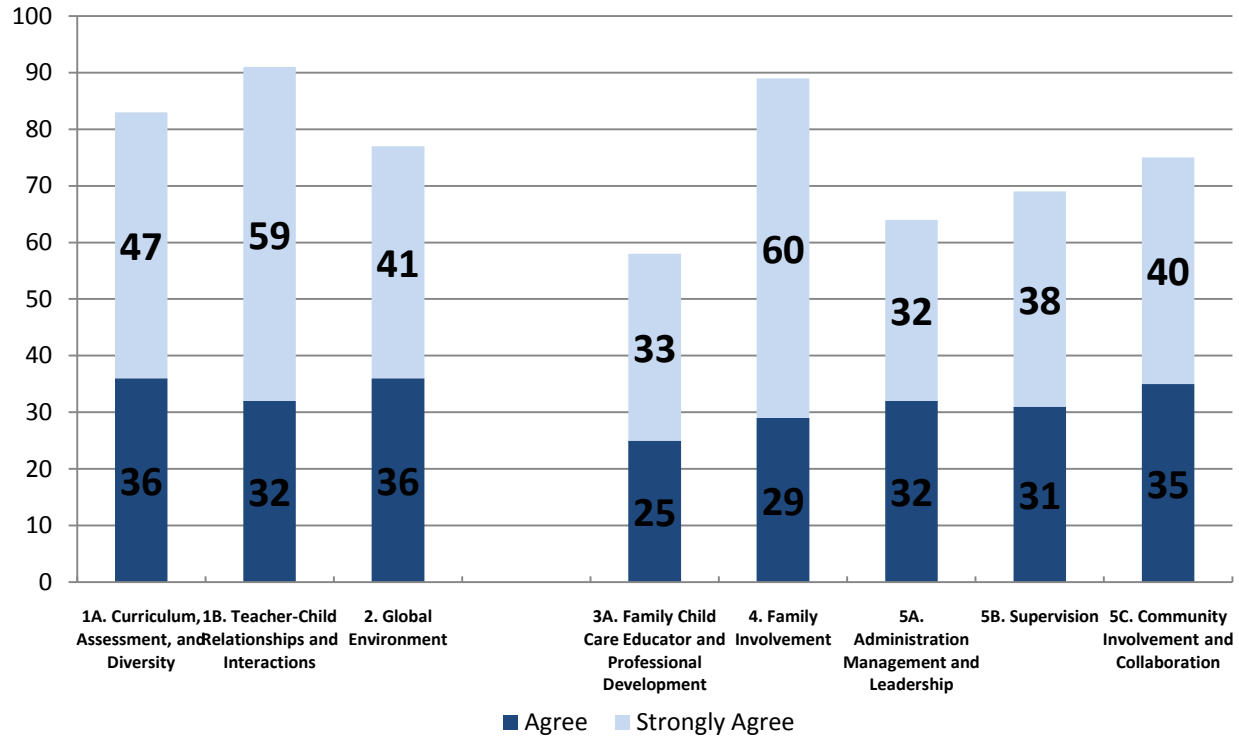



Center and school-based providers reported high levels of agreement that the standards reflect quality. Example comments are presented below.

> *"I really appreciate the investigation that was done regarding the NAEYC accreditation and licensing regulations. There is less hodge-podge in this edition though most programs outside of head start are not familiar with some of the scales such as Arnett and CLASS.*
>
> *"Glad to see ITERS and ECERS being brought back."*

[k] Based on stakeholder feedback from this survey the category of Family Involvement was changed to Family & Community Engagement.

### Graphic 3. Family Child Care Provider Perspective on Quality




Like center-based providers, family child care educators generally agreed that the new standards reflect quality. For example,

> *I am glad to see this finally taking place. It has been too easy to operate a family child care program in this state with not much attention being given to curriculum, a TV does not count. I agree with these guidelines.*
>
> *Seems to align with...EEC Regulations and Mass Frameworks...as well as NAEYC standards. Makes it less overwhelming to manage.*
>
> *I feel that standards are a great leap forward for child care programs, because they define professionalism.*

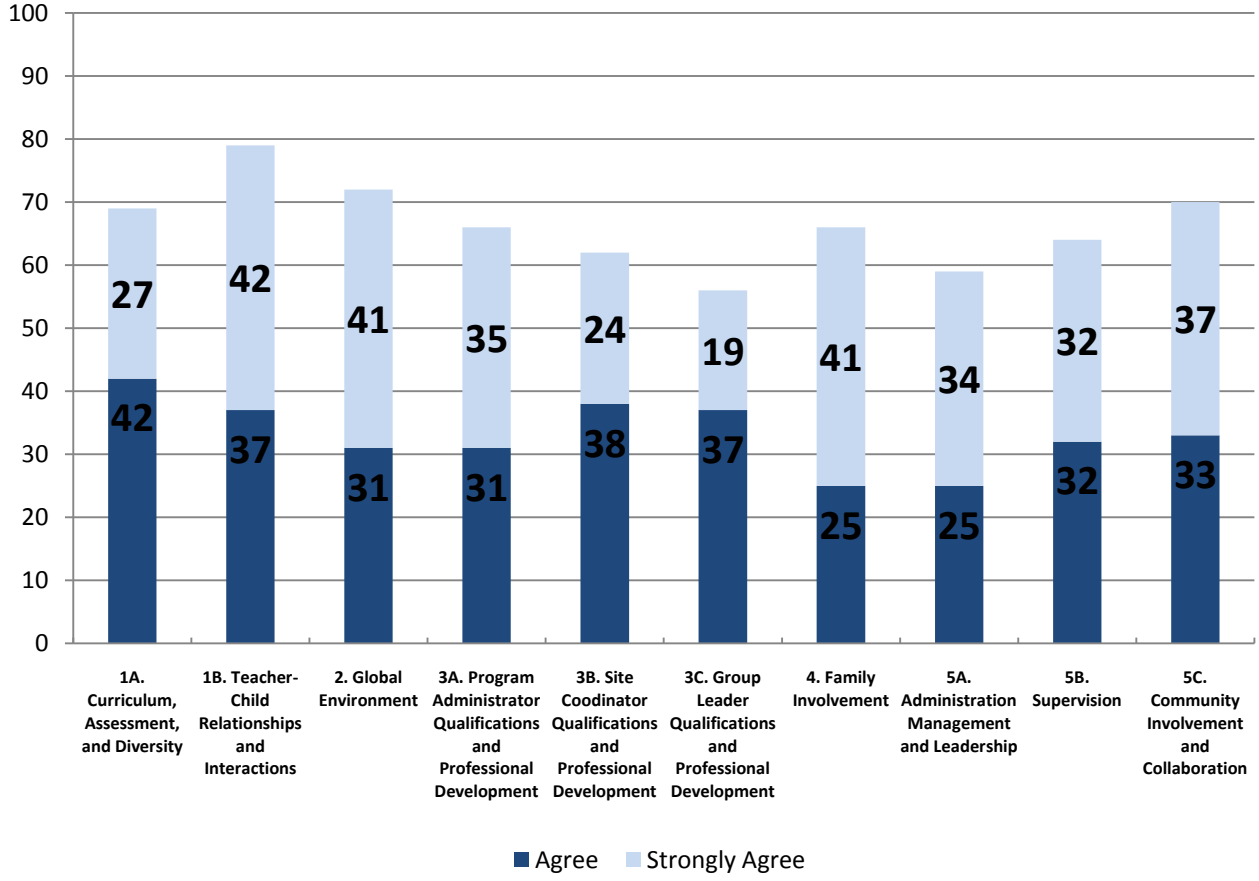
Over 90% of family child care educators reported that the Curriculum standard regarding teacher interaction reflects quality and nearly 90% of respondents agreed that the family involvement standards reflect quality. Example comments follow:

> *[The Interaction Standard is an. . . ] excellent standard. It is very important for teachers to act as resources for parents and guardians of children. It's important for them to have a professional trusting relationship with parents, and act as a reliable source for parents to go to them with any questions or concerns regarding their child's physical, mental, or*

*cognitive development. Also, for vice-versa- for teachers to be able to approach parents regarding concerns about the child's development. This is very important upon the determination of early intervention, counseling, speech therapy, or any child-related prevention/treatment services.*

*[Regarding the family involvement standard] I believe most educators would reach level 3 easily. That's what we do!*

**Graphic 4. After School Provider Perspective on Quality**




Like the other provider types, the majority of after-school providers reported that the revised standards reflect quality. Example quotes follow.

*Much simpler and more relevant to the field!!*

*This [the proposed revised collaboration standard] would be wonderful.*

Across provider types, the respondents that reported the standards did not reflect high quality were also more likely to report that the standard would be difficult to achieve. Especially in the areas of workforce qualifications, collaboration and administration, respondents voiced concerns

about the resources required to achieve the standard. Example comments regarding workforce qualifications follow.

> *I have two concerns [regarding the work force qualification standard]. I feel that Level two is going to cause monetary hardships for Family Childcare Educators and I also feel that home daycare providers are under strict time constraints. Many are conducting business from very early in the morning till late in the evening, which will make it difficult for them to attend class and do homework. (Family child care educator)*

> *In order for this to be an achievable measure the State should put forth funding so the educators in the [after school and out of school time] field can obtain higher education goals. Also if it becomes a measure of quality, then comparable pay should also accompany the requirements. (Out of school time administrator)*

> *"I would love to be working towards my Bachelor's Degree but can't afford it. Why should my program have a lower rating because of that? Will there be more money/ grants for administrators to work toward this goal?" (Center administrator)*

Some respondents expressed concern about resources needed to meet the standards regarding collaboration with other service providers.

> *"Many programs do not have the money for outside consultants with expertise to come into their programs and money for comprehensive services is not very available to them."* (Center based provider)

> *I feel that someone would need to have the time and energy to obtain all of these levels. Again, more money because you may have to hire someone to obtain levels 3 and 4.* (OST Provider)

## Stakeholders Suggested Some Changes

Through outreach to stakeholders a number of suggested changes to the standards were proposed. Examples of suggestions that reflect practitioner perspectives on best practice that were incorporated into the final standards that EEC acted upon follow:

- **Safe, Healthy Indoor and Outdoor Environments** standards should include revised language emphasizing the importance of healthy, safe, and nurturing environments.
- **Sinks** for hand washing should be reincorporated to address recommended health practices associated with reducing poor health outcomes.
- **Workforce and Professional Development** should be revised to focus on overall program level quality vs. individuals' professional development.
- **Family & Community Engagement Standards** should be updated to include community involvement standards and clarify the roles of Educators in making

comprehensive services. New language should be added recognizing community collaboration as a pathway to quality.

- **Leadership, Management, and Administration** standards should address program staff retention and paid staff planning time.
- **Fiscal audit** criteria should be revised to include roles other than CPA's qualified to conduct a 3rd party fiscal review.
- **Supervision** Standards have been enhanced to better incorporate the importance of reflective supervision, and the role of peers, mentors, and coaches.
- **After School/ Out of School Time** Standards have been revised to reflect the diversity found in programs (programs purpose, and unique workforce qualities).
- **Center/ School Based** are designed so that 100% of classrooms will have at least one Educator with a B.A. in related field by level 4
- **Family Child Care** Standards criteria for site visits by B.A. level staff have been adjusted from weekly visits to two visits per month.

EEC then directed the EDC Study Team to incorporate suggestions from stakeholder input into a final set of standards. EEC leaders and sub-committee members carefully reviewed the standards and suggested changes to the final set of standards that were presented to the EEC Board in December 2010.

# DESCRIPTION OF FINAL REVISED QRIS STANDARDS

The final revised QRIS standards were unanimously approved by the EEC Board in December 2010. These standards reflect the following decisions made by EEC:

- Standards that are required by the Massachusetts licensing regulations were eliminated. As noted in Table 7, 214 provisional standards were aligned with existing Massachusetts licensing regulations.
- When documentation requirements were the same across standards, some standards were collapsed into new categories (See Appendix D, Table 1 for an examples)
- Standards were eliminated that lacked:
  - A strong research base
  - Alignment with research based observational tool
  - Objective basis for documentation
  - Inclusion in other state's QRIS
  - Articulation by stakeholders that the standard reflects best practice
- Some standards were moved or reordered to reflect increasing levels of quality.
- Documentation requirements were changed to ensure each is aligned with the standards and are doable

The documentation requirements approved by EEC reflect the Study Team's recommendations that required documentation should be aligned with measures and should be feasible for providers. The documentation requirements require participating providers to use reliable observation measures to document many aspects of program quality. Moreover, EEC requires that the documentation be:

- Timely—within 12 months from the date of submission
- Specific to the standard
- Easy to document and measure

As EEC desired at the onset of the study, the total number of revised standards is substantially lower than the number of provisional standards. Table 7 lists the number of provisional standards and number of final revised standards. The Provisional Standards included 149 center-based, 139 family child care, and 161 after school and out of school time standards. The final center and school based standards were reduced by nearly 50 percent from the provisional standards. The final family child care standards were reduced by nearly 60 percent and the after school and out of school time standards were reduced by approximately 65 percent.

**Table 7. Comparison of Number of Provisional and Number of Revised Standards**

| | Center and School Based | Family Child Care | After School and Out-of-School |
|---|---|---|---|
| **Provisional standards** | 149 | 139 | 161 |
| **Revised standards** | 79 | 57 | 57 |

Moreover, consistent with EEC's goal, the revised standards reflect research evidence, are aligned with reliable observation measures, and are aligned with best practice. Table 8 below summarizes the number of revised standards that meet each of these criteria.

**Table 8. Number of Proposed Revised QRIS Provisional Standards* by Source and Provider Type**

| Source | Center and School Based | Family Child Care | After School and Out-of-School |
|---|---|---|---|
| Research/Evidence-Based ® | 40 | 22 | 31 |
| Aligned with Measures ↔ | 25 | 19 | 34 |
| In line with best practice Ⓟ | 22 | 15 | 13 |
| Used in other state QRIS ⬚ | 9 | 8 | 7 |
| Articulated by stakeholders 🗣 | 7 | 5 | 14 |

*Numbers do not include Level 1—license in good standing. Some revised standards were supported with evidence from multiple sources including research, existing measures and in line with best practice.
**The symbols used in this graphic were created by EEC.

# CONCLUSION

Massachusetts successfully piloted a QRIS in the spring of 2010, supported the evaluation of the pilot and engaged in a rigorous study to revise the QRIS standards. As of January 2011, the Massachusetts QRIS was poised for full implementation.

The EDC Study Team proposed a number of recommendations in moving forward with the full QRIS implementation. The recommendations are based on an analysis of data collected for this project and a review of other states' QRIS development processes. We specifically recommend that EEC:

- **Contract with a research organization to develop evidence-based Level 5 standards**. EEC should ensure that the Level 5 development process is the same as the process for revising the professional standards. Specifically, the process should begin with the development of a detailed database that lists research evidence, measures, and other states' standards. The process should gather EEC stakeholder input through regional forums, conference calls, telephone interviews, and surveys. Preliminary recommendations regarding the standards and the documentation requirements should emerge from analysis of data collected through these various methods. To refine the standards and documentation requirements to reflect early education and care stakeholder insights, stakeholders should be surveyed to obtain specific comments on each proposed new standard.
- **Support training, technical assistance and support to providers throughout the Commonwealth.** EEC has contracted with United Way of Massachusetts Bay, Community Advocates for Young Learners (CAYL) Institute and Wheelock College to promote full implementation of the QRIS. The Study Team recommends that EEC also support training on each of the proposed measures to ensure a cadre of reliable raters is available to validate ratings at levels 3 and above. Moreover, the study team notes that the NOIST staff at Wellesley have created an alignment of the APT with the after school measures and this information could be quite useful to after school and out of school time providers engaged in self-study to improve their program's quality.
- **Examine alignment between QRIS standards and other EEC funded efforts such as UPK, training opportunities and grant programs.** To ensure EEC's activities are aligned with the new standards, the Study Team proposes that EEC either internally or externally (through a contract) review the requirements for existing grant-funded programs. The Study Team recommends that EEC document the alignment of various initiatives with the QRIS standards through a database that crosswalks the standards with requirements of existing grant-funded programs. EEC can use the database to demonstrate how the initiatives support enhanced quality.

- **Plan for a QRIS evaluation and validation study that incorporates lessons from other states.** A number of states with mature QRIS have conducted implementation studies to examine the successful implementation of QRIS to identify emerging areas of success and challenges in either service delivery or assessment of quality.[44] In addition, a number of states have conducted validation studies that examine how well foundational elements of the system are working. The Study Team recommends that EEC contract with an independent evaluator to conduct an implementation and validation study of the full QRIS implementation that replicates promising methodologies used in other states.
- **Disseminate the lessons learned through the development of the QRIS.** While the conceptualization and planning of the QRIS began in 2008, in 2010 EEC successfully completed an ambitious agenda of piloting the QRIS and revising the standards based on evidence and stakeholder input. As a result, the Massachusetts QRIS is now evidence-based and articulates standards of quality that surpass those articulated by the states that the study team reviewed. Early education and care providers, stakeholders, and leaders in the Commonwealth now have a system that articulates desired quality. As such, EEC has established an important roadmap to guide future policy and practice. EEC should share celebrate these accomplishments by sharing lessons learned through the national QRIS network, at annual meetings of child care administrators, and through the Child Care and Early Education Research Connections clearinghouse. Moreover, EEC should recognize all of the early education and care and out of school time providers in the Commonwealth who participated and contributed to the learning process.

# APPENDICES

# APPENDIX A. REVISED STANDARDS

The revised standards are presented on the pages that follow. Below we briefly describe the format and structure of the standards that are presented.

## Revised Standards Format and Structure[1]

Many features of the previous set of standards are reflected in the revised standards. Initially, the Study team had proposed substantial revisions to the provisional standards format and structure, but feedback confirmed that key stakeholders were satisfied with the formatting of the standards and felt that the formatting was helpful as programs used the standards for a self-study. In fact, stakeholders informed the study team that it was important for those who had been involved in previous iterations of the standards to recognize the general format of the standards. The revised provisional standards contained the following elements:

- **Level**: Followed the existing structure of block system. (Each program still needs to meet all requirements of standard of the proceeding level before advancing to the next "level").
- **Revised Standard:** Using the principles guiding the revision process, these are referred to *QRIS Standards.*
- **Required Observation Measure:** This column includes measurement tools that are required by all QRIS participants regardless of program type, or accreditation status, to ensure consistent use of measurement tools across program type.
- **Additional Required Observation Measure:** This column was added to supplement the required tool, to effectively measure additional **processes** (teacher-child interactions) and **Structures** (leadership & program administration indicators of quality).
- **Required Documentation:** Materials to be reviewed by EEC as "evidence" of meeting the Standard/ Measurement (i.e. evidence in PQ Registry, demonstrated used of the MA Curriculum Guidelines, and other MA specific requirements).
- **Head Start Documentation Option:** This column lists the related Head Start Performance Standard, and the required documentation that a Head Start program submits (i.e. MA specific and/or not addressed via Head Start Performance Standards).
- **Accreditation Program Documentation Option:** This column lists the related accreditation standard and the required documentation that an accredited program will have to submit (i.e. MA specific and/or not addressed via the accreditation standards).

[1] Developed by EEC


# Center and School Based

# QRIS Standards

# Category 1: Curriculum and Learning

Early childhood research reports the critical elements of a high quality program include: utilization of a developmentally appropriate comprehensive curriculum aligned to the state's standards, an assessment system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children's needs and positive teacher-child interactions that foster children's self regulation and emotional well-being.

Subcategories within Curriculum and Learning:

1A. Curriculum, Assessment, and Diversity
1B. Teacher-Child Relationships and Interactions

## *Curriculum And Learning: 1A.* Curriculum, Assessment, and Diversity

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Educators demonstrate completion of professional development in curriculum, screening tools, and formative assessment."<br>®<br><br>Materials reflect the language and culture of the children in the classroom, their communities, and represent the diversity of society.<br>↔ | ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and using results of ERS self-assessment program develops a program improvement plan describing how program plans to move to the next QRIS level. | | Training as indicated by Registry. | Head Start Item #<br>1304.22(b)(2)<br>1304.52(i)(1)(i)<br><br>1304.51(c)(2) | NAEYC item #<br><br>2.A.08 |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | | | | | | |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Staff include parental input in the progress reports. ↔<br><br>Program uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across all developmental domains.<br>Ⓡ+<br><br>Staff has received formal professional development in the curriculum; using the MA Guidelines for Preschool Learning Standards or Infant / Toddler Learning; documenting children's progress; and working with children from diverse languages and cultures and second language acquisition. Ⓟ<br><br>Staff demonstrate language and literacy skills either in English or the child's language that provide a model for children.<br>Ⓡ | ITERS-R AND/OR ECERS-R reliable rater score average of 5 with no single item below 4. | | Description of types of progress reports and how program and/or teacher shares these with parents with preschool children at least 3 times in a 12 month period<br><br><u>And/ OR</u><br><br>Description of types of progress reports and how program and/or teacher shares progress reports with parents of infants/toddler or children with disabilities at least 4 times in a 12 month period. [m]<br><br>AND<br><br>Description of screening tools, formative | Head Start item #<br>1304.21(b)(1)<br>1304.21(c)(1)<br>1304.52(g)(2)<br>1304.21(c)(2)<br><br>AND<br><br>Training as indicated by Registry. | NAEYC item #<br>2.D.02<br>2.E.05<br>4.A.01<br>4.A.02<br>4.B.01<br>4.B.02<br>4.C.02<br>4.D.04<br>6.A.07<br>6.A.11<br><br>AND<br><br>Training as indicated by Registry. |

[m] 606 CMR 7.06(3)(a)1 - For infants and children with identified special needs the progress report must be prepared every three months.

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | | | | assessments, and observation data. Description of how these are used to address children's needs.<br>AND<br><br>Training as indicated by Registry. | | |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>Program uses a curriculum that is aligned with MA guidelines for Preschool Learning Standards and the Infant/ Toddler Learning Guidelines. Ⓟ ⊏⊐<br><br>Program uses progress reports, appropriate screening tools, formative assessments, and information gathered through observation to inform curriculum planning, and use results to monitor each child's progress across developmental domains, and inform program decision-making (e.g. curriculum content, strategies for improved staff implementation, and professional development. Ⓟ | | | Brief (1-3 page) description of: a) how curriculum aligns with core competencies outlined in MA Guidelines; b) how curriculum is adapted to meet needs of children in classroom and program.<br><br>AND<br><br>Training as indicated by Registry. | | |

## *Curriculum and Learning: 1B.* Teacher-Child Relationships and Interactions

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | **Revised Standard** | **Required Observation Measure (ERS)** | **Other Required Observation Measure** | **Required Documentation** | **Head Start Documentation Option** | **Accreditation Program Documentation Option** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>All staff receive orientation and ongoing professional development and supervision in how to support positive relationships and interactions through positive, warm and nurturing interactions. ® | ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and using results of ERS self-assessment program develops a program improvement plan describing how program plans to move to the next QRIS level. | CLASS self-assessed score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 3 or lower on the dimension of Negative climate<br><br>OR<br><br>Arnett Caregiver Interaction Scale self-assessed score of 3.0 or higher | Training as indicated by Registry. | | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | **Revised Standard** | **Required Observation Measure (ERS)** | **Other Required Observation Measure** | **Required Documentation** | **Head Start Documentation Option** | **Accreditation Program Documentation Option** |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>Staff engage children in meaningful conversations, use open-ended questions and provide opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions. ®<br><br>Educators are provided with opportunities to use outside consultants with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques. ®+ Ⓟ | ITERS-R AND/OR ECERS-R reliable rater score average of 5 with no single item below 4. | CLASS reliable rater score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative climate<br><br>OR<br><br>Arnett Caregiver Interaction Scale average score of 3.0 or higher | Signed document that the program uses outside consultants with expertise in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques. | | NAEYC item # 2.D.07 10.B.10 |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>Staff utilize teaching strategies that ensure a positive classroom environment, engage children in learning and promote critical thinking skills. ® | ITERS-R AND/OR ECERS-R reliable rater score average of 6 with no single item below 5. | CLASS reliable rater score of 6 or 7 on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative climate | | | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | **Revised Standard** | **Required Observation Measure (ERS)** | **Other Required Observation Measure** | **Required Documentation** | **Head Start Documentation Option** | **Accreditation Program Documentation Option** |
| | | | OR<br><br>Arnett Caregiver Interaction Scale average score of 3.2 or higher | | | |

# Category 2: SAFE, HEALTHY INDOOR AND OUTDOOR Environments

Program environments are the framework for children's learning. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize and problem solve. Environments must provide support for the health, safety and nutrition of young children in order to ensure their optimum development and well being.

## *2.* Safe, Healthy Indoor and Outdoor Environments

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program, unless needs of a child require additional consultation. ®↔<br><br>Demonstrates healthy, safe and clean indoor and outdoor environments. ↔ | ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and program improvement plan describing how program plans to move to the next QRIS level. | | Copy of the agreement with the health consultant OR copy of collaboration agreement through which a health consultant provides services<br><br>AND<br><br>A signed statement from the program director verifying that the visits occur on at least an annual basis. | | NAEYC item # 5.A.02 |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | | | | | | |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>Program, with parental consent, provides (directly or through collaboration) vision, hearing and dental screenings, and shares results with families. ®<br><br>Staff are trained in how to work with children with special diets, allergies and specialized feeding issues. ®<br><br>Demonstrates healthy, safe and clean indoor and outdoor environments. ↔ | ITERS-R<br>AND/OR<br>ECERS-R<br>reliable rater score average of 5 with no single item below 4. | | Evidence of access to screenings, records and referral offered either directly, through collaboration with another agency, or accessed directly by parents of children attending the program.<br><br>AND<br><br>Training as indicated by Registry. | Head Start item # 1304.20(b)(1) | NAEYC item #<br>7.C.05<br>5.B.05 |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>Demonstrates stimulating indoor and outdoor environments that provides access to sinks in the classroom.<br>↔ | ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5 | | Status of sinks confirmed during reliable rater visits. | | |

# Category 3: Workforce Qualifications and Professional Development

Research indicates that the workforce engaged in early childhood education must have formalized training in early childhood education and content knowledge in order to support program quality and impact child outcomes. Ongoing professional development that links to the classroom activities is related to program improvement and child outcomes are directly affected by the quality of their experiences in the classroom

Subcategories within Workforce Qualifications and Professional Development:
3A. Designated Program Administrator Qualifications and Professional Development
3B. Program Staff Qualifications and Professional Development

## *Workforce Qualifications and Professional Development:*
## 3A.Designated Program Administrator Qualifications And Professional Development

| | | Measure | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Alternative Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>Lead program administrator has a Child Development Associate (CDA) Credential for the age of the children served, (or higher i.e. Associate's or Bachelor's degree) OR is enrolled in a program leading to an Associate or Bachelor's Degree in early childhood education or related field. ®+ ↔<br><br>All individuals with primary responsibility for supervision of lead educators in the program, have a BA degree. ↔<br><br>Program Administrator has a minimum of 3 college credits in administration and management and | | PAS items 2, 3, and 22 with score of 3 or higher. | Training as indicated by Registry.<br><br>AND<br><br>Signed document that IPDP is completed regularly.<br><br>AND<br><br>Experience as indicated by Registry. | Head Start item #<br>1304.52(c)<br>1304.52(j)<br>1304.52(f) for Early Head Start<br><br>OR<br><br>For Registry demonstrates CDA AND is enrolled in program leading to an AA or BA in early childhood and has training in MA Guidelines<br><br>AND<br><br>Experience as indicated by | NAEYC item #<br>10.A.02<br>10.E.09<br>10.E.10<br>10.E.11<br><br>AND<br><br>Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry. |

| | | Measure | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Alternative Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | 12 college credits in early childhood education/child development/ special education and 2 years experience as an administrator.<br>®+ ↔<br><br>Program administrator is trained in the MA Guidelines for Preschool Learning Experiences, the Infant / Toddler Learning Guidelines, child development, the Strengthening Families protective factors, and is knowledgeable about the core competencies in order to be able to develop their staff's professional development plans. Ⓟ ⬚<br><br>Program administrator has received professional development in supervision of adults and strategies for working with adults. Ⓟ<br><br>Program administrator has an Individual Professional Development Plan (IPDP) that addresses their process and timelines to achieve the Program Administrator Qualifications for the next level of the QRIS and increases their competency along the advanced continuum of the core competencies. Ⓟ | | | | Registry. | |
| Level 3 | Meets Requirements of Level 2 PLUS | | PAS Item 22 with a minimum | Training as indicated by Registry. | | NAEYC item # 10.A.02 6.B.01 |

| | | Measure | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Alternative Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | Program administrator has at least a Bachelor's degree. ↔ ®<br><br>Has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. Ⓟ<br><br>Has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education OR Documents that a plan is in place to meet the above qualifications within five years. ®+<br><br>Program Administrator's IPDP addresses their process and timelines to achieve the Program Administrator Qualifications for the next level of the QRIS and increases their competency along the advanced continuum of the core competencies. Ⓟ | | score of 5 | AND<br><br>Signed document that IPDP is completed regularly. | | |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br>Has at least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management. Ⓟ<br><br>Has at least 24 credit-bearing hours of specialized college-level course | | | Training as indicated by Registry.<br><br>AND<br><br>Document signed by program administrator | | NAEYC item #<br>10.A.02<br>6.B.01 |

| | | Measure | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Alternative Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | work in early childhood education, child development, elementary education, or early childhood special education. Ⓟ<br><br>Program Administrator has a minimum of 5 years experience as an Administrator. ↔<br><br>Program Administrator has a Professional Development Plan that addresses areas of identified needs and increases their competency along the advanced continuum of the core competencies. Ⓟ | | | that IPDP is completed regularly.<br><br>AND<br><br>Experience as indicated by Registry. | | |

## *3B. Workforce: Program Staff Qualifications and Professional Development*

| | | ***Measure*** | | ***Documentation*** | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Alternative Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>All staff working in program have a high school diploma or GED.□<br><br>All Educators (Lead teachers, teachers, teaching aides, etc.) have a minimum of 3 college credits in early childhood education, or related field. □<br><br>Have an IPDP that is developed in conjunction with the Supervisor that addresses the identified professional development needs of that teacher and development of their competency along the initial-level of the continuum of the core competencies. The IPDP must also address the actions and timelines that need to be met in order to move to the next level of the QRIS.↔□ | | PAS items 2, 3, and 22 with score of 3 or higher | Training as indicated by Registry.<br><br>AND<br><br>Document signed by program administrator that IPDP is completed regularly. | Head Start item # 1304.52(j)<br><br>AND<br><br>Training as indicated by Registry. | NAEYC items #<br>10.E.11<br>6.B.01<br>6.A.06 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 50 percent of classrooms have Educator(s) with a Bachelor's degree or higher who work for the full program day.® | | | | | |
| | | ***Measure*** | | ***Documentation*** | | |
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Alternative Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>75 percent of classrooms have teachers with a Bachelor's degree or higher who work for the full program day.↔<br><br>IPDP ensures that the teacher receives professional development in the components of the assessment process including screening, observation, use of assessment tools and IDEA processes.↔ ® | | PAS item 22 with a minimum score of 5 | Training as indicated by Registry.<br><br>AND<br><br>Document signed by program administrator that IPDP is completed regularly. | | NAEYC item #<br>6.A.05<br>10.E.11 |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>All (100 percent) of the classrooms have Educator(s) with a Bachelor's degree or higher who work for the full program day.®+<br><br>Have a minimum of 30 college credits in early childhood education/child development/special education.®+<br><br>IPDP reflects mentoring/coaching/supervision, curriculum, etc. ®+ | | | Training as indicated by Registry.<br><br>AND<br><br>Document signed by program administrator that IPDP is completed regularly. | | NAEYC item #<br>6.B.01<br>6.A.05 |

# Category 4: FAMILY AND COMMUNITY ENGAGEMENT

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education. Programs must understand the interconnectedness between the family and a child's approach to learning and establish a relationship with families that is built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children have a healthy nurturing environment in which to grow and learn.

## *4. Family and Community Engagement*

| | | **Measures** | | **Documentation** | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Programs offer opportunities for parents to meet with classroom staff, at least monthly. ↔<br><br>Program has developed informational materials on the | ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and program improvement | Program Administration Scale (PAS) score of 3 or higher. | Document signed by program administrator describing the opportunities for parents to meet with classroom staff at least once a month.<br><br>AND | | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | program that are in the language of the community, are available for staff to use in the community and are given to prospective families. ®+ ↔<br><br>Program maintains ongoing communication with the school/early intervention program, CFCE grantee, mental health providers to facilitate collaboration and coordination of services that support children and families. ↔<br><br>Program participates in community events. Ⓟ ®<br><br>Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. Ⓟ ®+ | plan describing how program plans to move to the next QRIS level. | | Document signed by program administrator that briefly describes the community events that the program participates in at least annually.<br><br>AND<br><br>Description of program improvement plan based on Strengthening-Families self-assessment including current goals and activities for strengthening family and community engagement. | | |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>A daily two way communication system is available between the educators and families through a variety of means. ⊏<br><br>Families are encouraged to volunteer in the program, to assist in the classroom, and share cultural and language traditions or other interests such as their jobs, hobbies and | ITERS-R AND/OR ECERS-R reliable rater score average of 5 with no single item below 4 | Program Administration Scale (PAS) score of 5 or higher by a reliable rater. | Document signed by program administrator describing the variety of daily communication methods (e.g. scheduled telephone hour, checklists, e-mail).<br><br>AND<br><br>Document signed by program administrator describing translators used for all meetings | Head Start item #<br>1304.41(a)(4)<br>1304.51(c)(1)<br>1304.51(c)(2) | NAEYC item #<br>7.B.01<br>7.B.05<br>7.A.07<br>8.A.01<br>8.A.02 |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | other relevant information. ® ↔<br><br>Program ensures that there are translators available, as needed, at meetings, workshops and conferences to ensure strong communication between the program and families. ↔<br><br>Program participates in local community group work that is related to early childhood, and the cultural groups served by the program and/or family support. ®<br><br>Program ensures young children and their families have access to developmental, mental health, health and nutrition services either through private pay arrangements OR are offered such services through other programs. ®+ 💬 | | | workshops and conferences.<br><br>AND<br><br>Document signed by program administrator describing how the program ensures children and their families have access to developmental, mental health, health, and nutrition services either through private pay arrangements <u>OR</u> are offered such services through other programs (such as, CFCE program, mental health providers, health care providers, etc. | | |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Parents participate on the Advisory Board for the program and are actively involved in the policy and decision making for the program. ↔<br><br>Program provides or connects | ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5 | | Document signed by program administrator that lists listing the provided access and opportunities to training.<br><br>AND<br><br>Document signed by program administrator | Head Start item # 1304.40(d)(1) 1304.50(a)(1) 1304.20(a)(1)(ii) | NAEYC item # 5.A.02 10.F.04 |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). ↔ ®<br><br>Program ensures all children and families have access to comprehensive screenings, referrals and services including developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services. ® | | | demonstrating that children have access to the following screenings, referrals, and services: developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services. These may be provided either through the program or another service delivery such as E/I, public school, CFCE Program, or by family arrangement. | | |

# Category 5: Leadership, Management, and Administration

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community in order to support the staff and the children and families they serve.

Subcategories within Leadership, Management, and Administration:

5A. Leadership, Management, and Administration
5B. Supervision

## *5A. Administration: LEADERSHIP, MANAGEMENT, AND ADMINISTRATION*

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Communication and updates on the program are provided to Educators and families. ↔Ⓟ<br><br>Program has a written business plan. ↔<br><br>Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. ⓅⒸ<br><br>Staff are paid for planning time. Ⓟ<br><br>Program has policies that | ITERS-R AND/OR ECERS-R self-assessed score average of 3 with no single item below 3 and program improvement plan describing how program plans to move to the next QRIS level. | Program Administration Scale (PAS) minimum self-assessed score of 3 | Document signed by program administrator that program updates are provided at least quarterly to staff and families in their primary, or preferred, language to the extent appropriate and possible.<br><br>AND<br><br>Written business plan that includes an annual operating budget that is used to guide planning, set goals, and make decisions.<br><br>AND | Head Start Item # 1304.22(b)(2) 1304.52(i)(1)(i)<br><br>1304.51(c)(2)<br><br>AND<br><br>Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals, and make decisions. | NAEYC item # 10.B.08<br><br>AND<br><br>Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals, and make decisions. |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | support teacher retention. Ⓟ | | | Copy of admissions policy promoting diversity (e.g., a statement that the program recruits and encourages the enrollment of children and families from diverse backgrounds).<br><br>AND<br><br>Description of program policies that support teacher retention. | | |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Program tracks and monitors absences of individual children and contacts families when children are absent more than 20% in a month. Ⓟ<br><br>Program has a quarterly review conducted of the accounting records by an independent party who has accounting or bookkeeping expertise. ↔<br><br>Program director, staff and family input is solicited on an annual basis through a survey to evaluate the program. Ⓡ+⬚ | | Program Administration Scale (PAS) minimum self-assessed score of 5 or higher. | Description of how program addresses absences.<br><br>AND<br><br>Document signed by program administrator indicating that provider consults with an independent third party who has expertise in accounting or bookkeeping expertise | | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | ↔<br><br>Results of the annual survey are used to develop the a comprehensive written program improvement plan. Ⓟ Ⓡ<br><br>Program tracks and monitors teacher turn over and has plan for addressing turn over. Ⓟ | | | AND<br><br>Description of system for tracking teacher turn-over and plan for addressing teacher turn-over. | | |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Program staff and advisory board are involved in the development of the business plan and it is reviewed periodically for updating. ↔<br><br>Program has a system of technology that allows for data collection and tracking program information. Ⓟ<br><br>An outside audit is conducted annually by a certified public accountant. ↔<br><br>Program shares the results of the program quality rating with the families, staff, governing board and funders. ⮔ | ITERS-R and/or ECERS-R reliable rater score average of 6 with no single item below 5<br><br>AND<br><br>. | Program Administration Scale (PAS) score self-assessed of 7 | Signed checklist/document that the program has a technology system that maintains and tracks information on: children's health, services, absenteeism, children's educational information, staff qualifications, professional development and financial record keeping.<br><br>AND<br><br>Program reports teacher turn-over | Head Start item # 1304.51(g) | NAEYC item # 10.B.03<br><br>AND<br><br>Signed checklist/document that the program has a technology system that maintains & tracks information on: children's health, services, absenteeism, children's educational information, staff qualifications, professional development and financial record keeping. |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | | | | rates annually. | | |

## *5B. Administration: SUPERVISION*

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Program provides recognition for staff in annual evaluation as well as in public forum, as appropriate)(i.e. verbal recognition in group setting or written recognition in newsletter.) ®<br><br>Staff are given feedback on instructional practice on a monthly basis. ® | | | Portion of the written policy describing staff recognition and feedback system. | | |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Program uses at least 3 types of internal communication on a monthly basis to inform staff of program activities, policies, etc. ® | | Program Administration Scale (PAS) score of 5 or higher | Portion of the written policy providing: a) internal communication b) provides evidence of benefits offered to employees c)description of | | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | Staff receive at least one benefit (paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option). ®<br><br>Staff are given feedback that give examples of best practice at least twice a month. ®+<br><br>The program has a system to support the career development of staff through a career ladder (e.g., regularly scheduled time to meet with a supervisor or mentor to monitor progress towards career goals).<br><br>Staff salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the staff members, and is comparable with the current wage level of others in the community with the same levels of education. ® | | | system that supports career development through a career ladder. | | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Program offers a benefit package that includes vacation, sick time, and health insurance. ®<br><br>Staff are provided ongoing mentoring that includes demonstration of best practices on a weekly basis. ®+<br><br>Program demonstrates systematic opportunities for teachers to engage in reflective teaching practices through the use of peer groups, coaches and/or mentors. ®<br><br>Program has an incentive program that rewards each educator that achieves the next step on the career ladder. ®+ | | | Portion of the written policy that shows that benefit packages are offered that includes vacation, sick time, and health insurance.<br><br>AND<br><br>Description of regular opportunities for teaching staff to engage in reflective teaching practices, peer group coaching and mentoring. | | NAEYC item # 10.E.06 |


# Family Child Care

# QRIS Standards

# Category 1: Curriculum and Learning

Early childhood research reports the critical elements of a high quality program include: utilization of a developmentally appropriate comprehensive curriculum aligned to the state's standards, an assessment system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children's needs and positive teacher-child interactions that foster children's self regulation and emotional well-being.

Subcategories within Curriculum and Learning:

1A. Curriculum, Assessment, and Diversity
1B. Teacher-Child Relationships and Interactions

## *Curriculum And Learning: 1A.* Curriculum, Assessment, and Diversity

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Schedule reflects that educators has regular curriculum planning time. Ⓟ<br><br>Educators demonstrate completion of professional development in curriculum, screening tools, and formative assessment. Ⓡ<br><br>Materials reflect the language and culture of the children being served in the family child care home. their communities, and represent the diversity of society. ↔ | FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | BAS 10.3.2 | Verification by provider that regular curriculum planning time is scheduled.<br><br>Training as evidenced by registry. | Head Start item # 1304.53(b)(1)(ii) | NAFCC item # 2.31 |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Educators offer opportunities for | FCCERS-R reliable rater score average of 5 | BAS of 5 | Training as indicated by Registry | Head Start item # 1304.21(c)(1) 1304.52(b)(1) 1304.52(l)(2) | NAFCC item # 5.6 |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited program Documentation Option*** |
| | parental input in the progress reports. ↔<br><br>Educators have received formal professional development in the curriculum; documenting children's progress; and working with children from diverse languages and cultures and second language acquisition. Ⓟ<br><br>Either directly or through a network or system, Educator uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across developmental domains. ®+ | with no item below a 4. | | AND<br><br>Description of screening tools, formative assessments, and observation data. Description of how these are used to address children's needs. | 1306.23(a) | |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>Program uses a curriculum that is aligned with MA guidelines. Ⓟ ⊡<br><br>Educator has completed coursework on language and literacy skills either in English or the child's language that provide a model for children and has completed coursework on screening and assessment. ®<br><br>Educators have regular opportunities to engage in reflective practice. ® | | BAS of 7. | Example lesson plan demonstrating alignment with MA Guidelines.<br><br>AND<br><br>Document signed by family child care provider that Educator demonstrates language and literacy skills in English or the | Head Start item #<br>1304.52(l)(5)(ii)<br>1304.52(b)(1)<br>1306.23(a) | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited program Documentation Option*** |
| | Either directly or through a system or network, provider uses screening tools, progress reports formative assessments, and information gathered through observation to inform curriculum planning, and use results to monitor each child's progress across developmental domains. | | | child's language that provide a model for children.<br><br>AND<br><br>Training as indicated by Registry.<br><br>AND<br><br>Written description of opportunities for teaching Educator to engage in reflective teaching practices on a weekly basis.<br><br>AND<br><br>Description of how program uses data to inform curriculum planning and to monitor each child's progress. | | |

## *Curriculum and Learning: 1B.* Teacher-Child Relationships and Interactions

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited Program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Educator has participated in training on how to support positive relationships and interactions with children through positive, warm and nurturing interactions. ® | FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | | Training as indicated by Registry. | Head Start item # 1304.21 | |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>When needed, the Educator uses an | FCCERS-R reliable rater score average of 5 | | Document signed by family child care provider that the program uses | Head Start item # 1304.24(a)(2) | NAFCC item # 5.7 |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited Program Documentation Option*** |
| | outside consultant/mentor with expertise in children's cognitive development, behavior and mental health to provide support and assistance in implementing strategies that support positive relationships/interactions and prevention/intervention techniques. Ⓟ | with no item below a 4. | | outside consultants with expertise in children's behavior and mental health to provide support and assistance to Educator in implementing strategies that support positive relationships/ interactions and prevention/ intervention techniques. | | |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Educators engage children in meaningful conversations, as age and developmentally appropriate, use open-ended questions and provide opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions. Ⓡ<br><br>Educators utilize teaching strategies that ensure a positive learning environment, engage children in | FCCERS-R reliable rater score average of 6 with no single item below 5. | Arnett Caregiver Interaction Scale average score of 3.2 or higher. | Documentation of support of reflective practice as evidenced by agreements with coaches, mentors, or family child care system providers. | Head Start item # 1304.21(a)(4) | NAFCC item # 3.62 3.58 3.10 |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited Program Documentation Option*** |
| | learning and promote critical thinking skills. ® | | | | | |

# Category 2: Safe, Healthy, Indoor and Outdoor Environments

Program environments are the framework for children's learning. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize and problem solve. Environments must provide support for the health, safety and nutrition of young children in order to ensure their optimum development and well being.

2A. Safe, Healthy, Indoor and Outdoor Environments

## Safe, Healthy, Safe Indoor and Outdoor Environments

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>There are at least 3-4 interest areas, depending on the age of the children, with a variety of age appropriate materials and equipment available and accessible to children. ⮔Ⓟ<br><br>Annual consultations by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program. Ⓡ<br><br>Demonstrates safe and healthy indoor and outdoor environments. ↔ | FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | | Copy of agreement with the Health Consultant OR Copy of agreement from the family child care system or other network, through which a Health Consultant provides services. Signed statement from the family child care provider verifying that the visits with health consultant occur on at least an annual basis. | Head Start item # 1304.53(a)(1) 1304.53(a)(2) 1304.53(a)(3) | |
| Level 3 | Meets Requirements of Level 2 | FCCERS-R | | | Head Start item # | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | PLUS<br><br>There is access to space for indoor gross motor activities. ↔<br><br>Ensures all children have access to a developmental screening within 45 days of enrollment using a valid and reliable tool, refer them to appropriate services, and maintain necessary records. ⊡<br><br>Educator is trained in how to work with children with special diets, allergies and specialized feeding issues. ®<br><br>Demonstrates quality indoor and outdoor environments. ↔ | reliable rater score average of 5 with no item below a 4. | | Training as indicated by Registry. | 1304.53(a)(2)<br>1304.21(a)(5)(i)<br>1304.20(b)(1)<br><br>AND<br><br>Training as indicated by Registry. | |
| Level 4 | Demonstrates stimulating indoor and outdoor environments. ↔ | FCCERS-R reliable rater score average of 6 with no single item below 5. | | | | |

# Category 3: Workforce Qualifications and Professional Development

Research indicates that the workforce engaged in early childhood education must have formalized training in early childhood education and content knowledge in order to support educator quality and impact child outcomes. Ongoing professional development that links to activities in the learning environment is related to educator improvement and child outcomes are directly affected by the quality of their experiences in the learning environment.

3A. Family Child Care Educators Qualifications and Professional Development

## *Workforce Qualifications and Professional Development:*
## 3A. Family Child Care Educators Qualifications and Professional Development

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>All educators caring for children have a high school diploma or GED. ↔<br><br>At least one educator has a Child Development Associate's credential (CDA), (or higher i.e. AA or BA) for the age of the children served OR EEC Lead Teacher Qualified (Preschool or Infant/Toddler). ↔<br><br>Has a minimum of 2 years experience as a Family Child Care Provider. ↔<br><br>Educator has an Individual Professional Development Plan (IPDP) that addresses their identified training needs and increases their competency along the continuum of the core | | Business Administration Scale (BAS) score of 3. | Training as indicated by Registry.<br><br>AND<br><br>Document signed by the family child care provider that IPDP is completed regularly. | Head Start item # 1304.52(c) 1304.52 (j)<br><br>AND<br><br>Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry | NAFCC item # 5.29<br><br>AND<br><br>Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | competencies. ⊏⊐<br><br>IPDP ensures that the Provider is trained in the MA Guidelines for Preschool Learning, Infant / Toddler Learning Guidelines (when they are available) diversity, oral language development, supporting children's literacy development, and the Strengthening Families protective factors. Also the Provider is aware of the MA Curriculum Frameworks. Ⓟ ⊏⊐<br><br>IPDP addresses the actions and timelines to move to the next level of QRIS and development of competency. Ⓟ | | | | | |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>At least one educator meets Requirements of Level 2 PLUS CDA, (or higher i.e. Associate's degree or Bachelor's degree) with 15 college credits in early childhood education, child development, and/or special education. ↔<br><br>Has a minimum of 3 years experience as a Family Child Care Provider. Ⓟ<br><br>IPDP ensures that the Provider receives training in the components of the assessment process including screening, | | | Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Document signed by the family child care provider that IPDP is completed | | NAFCC item # 5.29<br><br>AND<br><br>Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | observation, use of assessment tools and processes for accessing additional services. Ⓟ<br><br>IPDP addresses the actions and timelines to move to the next level of QRIS and development of competency. Ⓟ<br><br>All other adults caring for children, consistently, have a minimum of 6 college credits in early childhood education, child development and/or special education. Ⓡ | | | regularly. | | |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>At least one educator has an Associate's degree, or has equivalent coursework (60 college credits and is enrolled in a Bachelor's degree program, or a higher degree i.e. Bachelor's degree), in early childhood education, child development, early childhood special education or a related field with 24 credits in early childhood. ↔<br><br>Ensures that one educator is in the FCC home at least two times a month that has a Bachelor's degree in early childhood or a related field. Ⓡ+<br><br>Has a minimum of 60 months experience as a Family Child Care Provider. Ⓟ | | Business Administration Scale (BAS) score of 7. | Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Document signed by the family child care provider that IPDP is completed regularly. | | NAFCC item # 5.29<br><br>AND<br><br>Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | IPDP ensures that the educator receives training in selection and use of screening and assessment tools, collection and interpretation of data and strategies for teaching children with special needs and diverse languages. ® | | | | | |

# Category 4: FAMILY AND COMMUNITY ENGAGEMENT

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education. Programs must understand the interconnectedness between the family and a child's approach to learning and establish a relationship with families that are built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children have a healthy nurturing environment in which to grow and learn.

4A. Family and Community Engagement

## 4. Family and Community Engagement

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Educator offer opportunities for parents to meet at least every two months. ↔<br><br>Educator maintains a list of current community resources that support families that is always accessible to parents, including information about available resources for annual vision, hearing and dental screenings. Ⓡ<br><br>Educator participates in community events. Ⓡ<br><br>Educator establishes ongoing communication with other family child care providers in the community or community agencies to exchange information and resources. Ⓡ | | Business Administration Scale (BAS) Score of 3. | Document signed by family child care provider describing the opportunities for parents to meet with educator at least every other month.<br>AND<br><br>Description of program improvement plan based on Strengthening Families self-assessment. | Head Start item # 1304.40(g)(1)(ii)<br><br>AND<br><br>Document signed by family child care provider that briefly describes the community events that the program participates in at least annually.<br><br>AND | NAFCC item # 5.12<br><br>AND<br><br>Document signed by family child care provider that briefly describes the community events that the program participates in at least annually.<br><br>AND<br><br>Document signed by family child care provider that shows the educator |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | Educator completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. ®+ 💬 | | | | | establishes ongoing communication with other family child care providers in the community to exchange information and resources. |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>A daily two way communication system <u>is available</u> between the educators and families through a variety of means (e.g. scheduled telephone hour, checklists, e-mail). ↔<br><br>Educator has developed informational materials on the program that are in the language of the community, are available for use in the community and are given to prospective families. ↔<br><br>Educator participates in local community group work that is related to early childhood, cultural group served by the program and/or family support. ↔ | FCCERS-R reliable rater score average of 5 with no item below a 4. | Business Administration Scale (BAS) score of 5. | | | |
| Level 4 | Meets Requirements of Level 3 PLUS | FCCERS-R reliable rater score | | Verification by family child care provider listing | Head Start item # 1304.20(b)(1) 1304.40(e)(4)(i) | |

| | | Measures | | Documentation | | |
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| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | Families are encouraged to volunteer to assist in the program and, with appropriate supervision, share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. ↔<br><br>Educator provides or connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). ®<br><br>Educator either directly or through a system or network (i.e. CFCE grantee) has written collaborative agreements with early intervention programs, the local LEA, mental health, health, dental health, a program health consultant, U.S.D.A. Food and Nutrition program that specifies the responsibilities and duties of each entity in supporting children and families. ®<br><br>Educator coordinates with other family child care providers in the community and develops sharing agreements to maximize resources, services and professional development opportunities. ® | average of 6 with no single item below 5. | | the access and opportunities to training provided.<br><br>AND<br><br>Verification by family child care provider that children have access either through private pay arrangements or with parent consent, through other service providers to the following services: developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services.<br><br>Verification that provider is participating in a family child care network or system. | 1304.40(e)(4)(ii)<br>1304.40(e)(3) | |

# Category 5: Leadership, Management, and Administration

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community in order to support the educator and the children and families they serve.

Subcategories within Leadership, Management and Administration:

5A. Leadership, Management, and Administration
5B. Supervision

## *Administration:* 5A. Leadership, Management, And Administration

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>Communication and updates on the program are provided to Educators and families. ↔Ⓟ<br><br>Family Child Care Home has a written business plan. ↔<br><br>Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs. . Ⓟ⬚ | FCCERS-R self-assessed score average of 3 with no item below a 3 and using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | Business Administration Scale (BAS) score of 3. | Document signed by family child care licensee that program updates are provided at least twice a year to staff and families in their primary, or preferred, language to the extent appropriate and possible.<br><br>Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals, and make decisions.<br>AND | Head Start item # 1304.53(b)(1)(ii) | NAFCC item # 2.31 |

| | | Measures | | Documentation | | |
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| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | | | | Copy of admissions policy promoting diversity (e.g., A statement that the program recruits and encourages the enrollment of children and families from diverse backgrounds). | | |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>Educator has a written plan that addresses alternative staffing by persons who meet the same qualifications requirements as the Educator in the event that the caregiver is ill, has to be out of the home or in the case of an emergency. Ⓡ+<br><br>Program consults with a qualified tax preparer to assure compliance with reporting requirement and payment of taxes. Ⓟ<br><br>Educators and family input are solicited on an annual basis through a survey to evaluate the program. Ⓡ+ | | Business Administration Scale (BAS) score of 5. | Portion of written policy indicating that alternative staff requirements are met.<br><br>AND<br><br>Results of annual survey, copy of results report and a copy of the program improvement plan. | | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | Results of the annual survey is used to develop the a comprehensive written program improvement plan. ® | | | | | |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>Educator has a system for data collection and tracking children's health, services, absenteeism and educational information, and professional development and financial record keeping. ↔<br><br>Educator shares the results of the program quality rating with the families, educator, the family child care system, governing board and funders, as appropriate. ⊡ | | Business Administration Scale (BAS) score of 7. | Checklist/document signed by family child care provider that the program has a system that maintains & tracks information on: children's health, services, absenteeism, children's educational information, staff qualifications, professional development and financial record keeping.<br><br>AND<br><br>Program shares the results of the program quality rating with the families, educator, governing board and funders. | | |

## *Administration: 5B.* Supervision

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentations*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>If Educator has an Assistant, there are scheduled meetings each week to ensure the Assistant receives feedback and is informed on all issues. ® | | | Schedule showing time for regular meetings and feedback for assistants. | | |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>Educator has a regularly scheduled meeting time each week to plan activities, child observations and use of materials. ↔<br><br>Through a FCC system, mentor, or network of peer-support. educators regularly participate in activities that support their career development through the use of a career ladder | FCCERS-R reliable rater score average of 5 with no item below a 4. | | Document signed by family child care licensee that describes the activities that are implemented to supports career development through a career ladder. | | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentations*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educator.<br>↔<br><br>Either directly or through a system or network, the educator has an incentive program that rewards those working in the family child care home that achieve the next step of the career ladder. ® | | Business Administration Scale (BAS) score of 7. | Portion of written policy showing incentive for educator based on educational advancement. | | |


# After School and Out of School Time

# QRIS Standards

# Category 1: Curriculum and Learning

Research on early childhood education and afterschool/out of school time care reports the critical elements of a high quality program includes: utilization of a developmentally appropriate curriculum aligned to the state's standards, an assessment system that reflects the curriculum and state standards/expectations for children, adaptations to meet individual children's needs and positive teacher-child interactions that foster children's self regulation and emotional well-being.

Subcategories within Curriculum and Learning:

1A. Curriculum, Assessment, and Diversity
1B. Teacher-Child Relationships and Interactions

## *Curriculum And Learning: 1A.* Curriculum, Assessment, and Diversity

| | | *Measures* | | ***Documentation*** | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited Program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>The daily schedule includes strategies such as shared reading, book discussion, games and activities that promote literacy and numeracy. ↔<br><br>Educators observe students and maintain written progress notes that are used to complete reports for parents. ↔<br><br>Materials reflect the language and culture of the students in the program, their communities, and represent the diversity of society. ↔ | SACERS self assessed score average of 3 with no single item below 3 and, using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | | | | |

| | | *Measures* | | ***Documentation*** | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited Program Documentation Option*** |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>Program provides access to homework assistance or provides students with 1:1 or small group support from Educators, trained volunteers or interns. Ⓡ ↔<br><br>Educators support the inclusion of children with disabilities through books, media, games and activities that promote understanding by their peers.<br>↔<br><br>Educators engage all students in a variety of activities including arts, athletics, academic enrichment, etc.<br>↔<br><br>Educators promote/encourage verbal communication skills and model use of Standard English when interacting or reading to youth. Ⓡ ↔<br><br>Educators have received professional development in assessment (using anecdotal records and portfolios to measure progress); health and nutrition (including special diets, allergies); strategies that address how to work with students from diverse languages and cultures; and second language acquisition (especially techniques for teaching reading). Ⓟ | SACERS reliable rater score average of 5 with no single item below 4. | APT-O<br>II.B.1<br>II.D.2<br>V.C.1 | Training as indicated by Registry. | | COA item #<br>ASP-HR 3.03<br><br>AND<br><br>Training as indicated by Registry. |

| | | *Measures* | | ***Documentation*** | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited Program Documentation Option*** |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Program ensures students have access to a variety of skilled volunteers or tutors to assist students in improving in various subjects such as reading, written communication, verbal communication, mathematical problem solving, science, social studies, etc. Ⓡ ↔<br><br>Program offers individualized homework supports provided by Educators, trained volunteers , tutors, or interns.Ⓟ<br><br>Curriculum reflects different learning styles and approaches and covers a variety of topics. Ⓡ<br><br>Program activities are designed to support students in developing leadership skills, self esteem, and positive behaviors while reducing their risk taking behavior. Ⓡ ↔ | SACERS reliable rater average score of 6 with no single item below 5. | APT-O or APT-Q III.2 | Verification by administrator that individualized homework help is provided. | | COA item # ASP-PS 5.07<br><br>AND<br><br>Verification by administrator that individualized homework help is provided. |

## *Curriculum and Learning: 1B.* Teacher-Child Relationships and Interactions

| | | *Measures* | | *Documentation* | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited Program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1 PLUS<br><br>Educators acts as mentors/role models with designated students. ®<br><br>Educators receive professional development in strategies that support open ended conversations, sharing of ideas, problem solving techniques and positive peer interactions. ®+ Ⓟ | SACERS self-assessed score average of 3 with no single item below 3 and, using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | CLASS self-assessed score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 3 or lower on the dimension of Negative Climate.<br><br>OR<br><br>Arnett Caregiver Interaction Scale self-assessed score average of 3 or higher<br><br>APT<br>III.D.2<br>III.D.4 | Training as indicated by Registry. | | COA item #<br>ASP-PS 3.03<br>ASP-PS 3.04<br><br>Training as indicated by Registry. |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited Program Documentation Option*** |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>Educators provide a variety of activities that support students in developing positive relationships with adults in the program. ↔<br><br>Educators are provided with opportunities to use outside consultants or qualified staff with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques. Ⓟ®+<br><br>Educators receive professional development in conflict resolution or mediation techniques and utilize them with the students. ® | SACERS reliable rater score average of 5 with no single item below 4. | CLASS reliable-rater score of 3 or higher on the dimensions of Positive Climate and Teacher Sensitivity, and a score of 2 or 1 on the dimension of Negative Climate.<br><br>OR<br><br>Arnett Caregiver Interaction Scale reliable rater score average of 3.5 or higher<br><br>OR<br><br>APT-O<br>III.B.3<br>III.F.1 | Signed document that the program uses outside consultants or qualified staff with expertise and Master's level qualifications in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.<br><br>AND<br><br>Training as indicated by Registry. | | COA item #<br>ASP-HR 3.03<br>ASP-PS 4.02<br><br>AND<br><br>Signed document that the program uses outside consultants with expertise in children's behavior and mental health to provide support and assistance to staff in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.<br><br>AND<br><br>Training as indicated by Registry. |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accredited Program Documentation Option*** |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Educators use a conflict resolution strategies or peer mediation system and support students in utilizing it to resolve issues that arise both within and outside of the classroom. ® | SACERS reliable rater score average of 6 with no single item below 5. | APT-Q II.2.h | | | COA item # ASP-PS 4.02 |

# Category 2: SAFE, HEALTHY INDOOR AND OUTDOOR Environments

Program environments are the framework for children's learning. They support the implementation of the curriculum through the use of space, materials and opportunities for children to experiment, practice their skills, analyze, socialize and problem solve. Environments must provide support for the health, safety and nutrition of young children and youth in order to ensure their optimum development, learning and well being.

## *2.* Safe, Healthy Indoor and Outdoor Environments

| | | ***Measures*** | | ***Documentation*** | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets licensing regulations or non-licensable or license exempt and meets EEC licensing requirements<br>Meets Licensing regulations | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program. ®<br><br>Demonstrates safe indoor and outdoor environments. ↔ | SACERS self-assessed score average of 3 with no single item below 3 and, using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | | Copy of agreement with the Health Consultant OR copy of agreement from a system through which a health consultant provides services<br><br>AND<br><br>a signed statement from the program director verifying that the visits occur on at least an annual basis. | | |

| | | ***Measures*** | | ***Documentation*** | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | | | | | | |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>Educators are trained in how to work with students with special diets, allergies and specialized feeding issues. ®<br><br>Demonstrates quality indoor and outdoor environments. ⮺↔ | SACERS reliable rater score average of 5 with no single item below 4. | | Training as indicated by Registry. | | |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>Demonstrates stimulating indoor and outdoor environments. ⮺↔ | SACERS reliable rater score average of 6 with no single item below 5. | | | | |

# Category 3: Workforce Qualifications and Professional Development

Research indicates that the workforce engaged in after school and out of school time must have formalized training in education and content knowledge in order to support program quality and impact child outcomes.

Ongoing professional development that links to the classroom activities is related to program improvement and child and youth outcomes are directly affected by the quality of their experiences in the classroom.

Subcategories within Workforce Qualifications and Professional Development:
3A. Program Administrator[n] Qualifications and Professional Development
3B. Site Coordinator[o] Qualifications and Professional Development

[n] **Program Administrator** for the purposed of QRIS is defined as the individual holding primary responsibility for the overall direction of the program, including but not limited to the developing program mission, goals, and policies program implementation and evaluation; administration, including fiscal management, organizational development, including management of human resources.

[o] **Site Coordinator** for the purposes of QRIS is defined as the individual(s) holding primary responsibility for the daily on-site operations of the program, including but not limited to, supervising staff communicating with families, building relationships with the community and local schools, and overseeing all program activities.

## *Workforce Qualifications and Professional Development:*
## 3A. Program Administrator Qualifications and Professional Development

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>Program administrator has a Bachelor's degree in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree (i.e. master's degree), that includes a minimum of 6 college credits in working with school age children, and a minimum of 6 college credits or EEC approved professional development opportunities in administration, management or staff supervision. ® ↔<br><br>Program administrator has a minimum of 2 years experience as an administrator. ↔<br><br>Program administrator has received professional development in supervision | | | Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Document listing employment history providing evidence of 2 years experience in an administrative role.<br><br>AND<br><br>Signed | | COA item #<br>ASP-HR 4.01<br>ASP-HR 3.06<br><br>AND<br><br>Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Document listing employment history providing evidence of 2 years experience in an |

| | | Measures | | Documentation | | |
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| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation option*** | ***Accreditation Program Documentation Option*** |
| | of adults and strategies for working with adults and school age students, with and without disabilities.<br>🗣<br><br>Program administrator has an Individual Professional Development Plan (IPDP). Ⓟ | | | document that IPDP is completed regularly. | | administrative role.<br><br>AND<br><br>Signed document that IPDP is completed regularly. |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>Program administrator has a minimum of 9 college credits in early childhood education, elementary education, adolescent development, psychology, or a related field OR EEC approved professional development equivalent OR a higher degree.<br>Ⓡ 🗣 ↔<br><br>Program administrator has a minimum of 3 years experience as an administrator.<br>🗣 Ⓟ<br><br>IPDP addresses process and timelines to achieve the Administrator qualifications for the next level of QRIS. Ⓟ | | | Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Signed document that IPDP is completed regularly.<br><br>AND<br><br>Document listing employment history providing evidence of 3 years experience in an administrative role. | | COA item #<br>ASP-HR 4.01<br>ASP-HR 3.06<br><br>AND<br><br>Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Signed document that IPDP is completed regularly.<br><br>AND<br><br>Document listing employment history providing |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation option*** | ***Accreditation Program Documentation Option*** |
| | | | | | | evidence of 3 years experience in an administrative role. |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>Program administrator has a minimum of 24 college credits or equivalent EEC approved professional development in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree. ®+ ↔<br><br>Program administrator has professional development in special education/working with children with disabilities. ↔<br><br>Program administrator has a minimum of 5 years experience as an administrator. Ⓟ<br><br>IPDP addresses areas of identified needs; addresses goals and objectives necessary to the position. Ⓟ | | | Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Signed document that IPDP is completed regularly.<br><br>AND<br><br>Document listing employment history providing evidence of 5 years experience in an administrative role. | | COA item #<br>ASP-HR 4.01<br>ASP-HR 3.06<br><br>AND<br><br>Training as indicated by Registry.<br><br>AND<br><br>Experience as indicated by Registry<br><br>AND<br><br>Document listing employment history providing evidence of 5 years experience in an administrative role. |

## *Workforce Qualifications and Professional Development:*
## 3B. Site Coordinator Qualifications and Professional Development

| | | Measure | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measures*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>All Site Coordinators have a minimum of a Bachelors degree (any field) with a minimum of 6 college credits or equivalent EEC approved professional development in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree. ®+<br><br>All Site Coordinator(s) have an Individual Professional Development Plan (IPDP) that is developed in conjunction with the Supervisor that addresses the identified professional development needs of that educator, and that ensures professional development in communicating with families, building relationships with the host community, overseeing program | | | Registry<br><br>AND<br><br>Signed document that IPDP is completed regularly.<br><br>AND<br><br>Strengthening Families Self-Assessment checklist with program improvement plan. | | |

| | | Measure | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measures*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | activities, the Curriculum Frameworks, diversity, supporting literacy and mathematics development, the *Strengthening Families Protective Factors, t*he components of the assessment process including screening, observation, use of assessment tools and meeting the needs of school age children with disabilities. ®+ | | | | | |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>Site coordinator(s) have a minimum 18 college credits or EEC approved professional development equivalent in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree and 6 college credits or EEC approved professional development equivalent in administration, management, or supervision. ®+ | | | Training as indicated by Registry.<br><br>AND<br><br>Signed document that IPDP is completed regularly. | | |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>All site coordinator(s) have a minimum of 36 college credits in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree OR | | | Training as indicated by Registry.<br><br>AND<br><br>Signed document that IPDP is completed | | |

| | | Measure | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Other Required Observation Measures*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | EEC approved professional development equivalent and 3 college credits or EEC approved professional development equivalent in administration or management, AND 3 college credit hours or EEC approved professional development in staff supervision.<br>Ⓡ+<br><br>All Site Coordinators have an IPDP that ensures professional development in literacy strategies, assessment tools, collection and interpretation of data and strategies for teaching children with special needs and diverse languages, and additional competency as determined with the supervisor.<br>Ⓡ+Ⓟ | | | regularly and that it includes a description of specific professional development. | | |

# Category 4: FAMILY AND COMMUNITY ENGAGEMENT

Families must be acknowledged as children's first teachers and thus must be recognized and supported as partners in their child's education, *not just in school but also in the many out-of-school contexts in which they learn*. Programs must understand the interconnectedness between the family and a child's approach to learning and establish a relationship with families that is built on mutual trust, respect and a willingness to involve them as full partners; while providing them with information, resources and support in order to ensure children and youth have a healthy nurturing environment in which to grow and learn.

## 4. Family and Community Engagement

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>Opportunities to meet with classroom educators are provided for parents. Ⓡ ↔<br><br>Program maintains a list of current community resources that support families is accessible to students and families. Ⓡ+💬<br><br>Program participates in community events. ↔ Ⓡ<br><br>Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. Ⓟ Ⓡ+💬<br><br>Program has developed informational materials on the program that are in the language of the community, are available for educators to use in the community and are given to prospective | SACERS self assessed score average of 3 with no single item below 3 using results of ERS self-assessment, program develops a program improvement plan describing how program plans to move to the next QRIS level. | APT-Q score of 3 or higher | Document signed by administrator describing the opportunities for parents to meet with Educator at least once a month.<br><br>AND<br><br>List of community resources.<br><br>AND<br><br>Document signed by program administrator that briefly describes the community events that the program participates in at least annually.<br><br>AND | | COA item #<br>ASP-PS 11.02<br>ASP-PS 13.03<br><br>AND<br><br>Document signed by administrator describing the opportunities for parents to meet with Educator at least once a month. |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | families and students. ↔ ® | | | Description of program improvement plan based on Strengthening Families self-assessment. | | |
| Level 3 | Meets Requirements of Level 2 PLUS<br><br>A daily two way communication system is available between the educators and families through a variety of means. ↔ ⊡<br><br>Families are encouraged to volunteer in the program to assist in the classroom, share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. ↔<br><br>Program ensures that there are translators available, as needed, at meetings, workshops, conferences to ensure strong communication between the program and families. Ⓟ ↔<br><br>Program participates in local community group work that is related to children, families, and/or linguistic/cultural groups served by the program and/or provide family | SACERS reliable rater score average of 5 with no single item below 4 | | Document signed by program administrator describing the variety of daily communication methods (e.g. scheduled telephone hour, checklists, e-mail)<br><br>AND<br><br>Document signed by program administrator describing translators used for meetings, workshops and conferences, as needed.<br><br>AND<br><br>Evidence of agreements with schools and LEA. | | COA item # ASP-PS 13.03<br><br>AND<br><br>Document signed by program administrator describing the variety of daily communication methods (e.g. scheduled telephone hour, checklists, e-mail) |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | support. ↔® <br><br> The program establishes two-way communication and collaboration agreements with the students' school(s) and the local LEA in order to ensure consistency in student programming, provide appropriate services, seek assistance around specific topical areas (special education, reading/math strategies etc.) and share information on the students' accomplishments or challenges. Ⓟ 🗣 | | | AND <br><br> Document signed by program administrator showing participation in local community group work that is related to children, families, and/or linguistic/cultural groups. | | |
| Level 4 | Meets Requirements of Level 3 PLUS <br><br> Parents participate on the Advisory Board for the program and are actively involved in the policy and decision making for the program. Ⓟ <br><br> Program connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). ®+ <br><br> Program maintains written collaboration agreements with community based public and private agencies such as the arts, library, entertainment, family supports, | SACERS reliable rater score average of 6 with no single item below 5. | | Document signed by program administrator listing access to and opportunities for training. <br><br> AND <br><br> Evidence of agreements with programs, agencies and organizations (as listed). <br><br> AND <br><br> Document signed by program administrator | | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | CFCE grantees, family literacy, human services, business, and/or sports in order to enrich the program's services for students and their families. These agreements spell out the responsibilities and policies for both the program and the community agency. ®+ | | | demonstrating that parents are offered job training, family literacy, adult education, child development, parenting, and ESL classes. | | |

# Category 5: Leadership, Management, and Administration

High quality programs require effective leadership with management and administrative practices that ensure a stable environment, fiscal accountability, evaluation of the program's practices and policies and the development of relationships within the community in order to support the staff, children and youth, and families they serve.

Subcategories within Leadership, Management, and Administration:

5A. Leadership, Management, and Administration
5B. Supervision

## *Administration:* 5A. Leadership, Management, And Administration

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>Communication and updates on the program are provided to Educators and families. ↔Ⓟ<br><br>Program has a written business plan. ↔<br><br>Program has a written admissions policy that promotes an awareness of and respect for differences among children and families, a respect for the child and their family's culture and language, and is responsive to the inclusion of a variety of learning needs.<br><br>Ⓟ⬚ | | APT-Q<br>VI.a score of 3 or higher | Written business plan with operating budget that includes an annual operating budget that is used to guide planning, set goals and make decisions.<br><br>AND<br><br>Copy of admissions policy promoting diversity (e.g., a statement that the program recruits and encourages the enrollment of children from diverse backgrounds). | | COA item #<br>ASP-AM 5.01<br>ASP-PS 1012 |
| Level 3 | Meets Requirements of Level 2 | SACERS Reliable rater score | | Description of how program addresses | | COA item #<br>ASP-AM 2.01 |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | PLUS<br><br>Program tracks and monitors absences of individual children and contacts families when children are absent more than 20% in a month. ↔<br><br>Program has a annual review of the accounting records by an independent party who has accounting or book-keeping expertise. Ⓟ<br><br>Program director, staff and family input is solicited on an annual basis through a survey to evaluate the program. ↔<br><br>Results of the annual survey are used to develop a comprehensive written program improvement plan. ↔ ® | average of 5 with no single item below 4 | | absences.<br><br>AND<br><br>Program administrator signs a document indicating that an annual financial review conducted is by independent party who has accounting or book-keeping expertise. Ⓟ<br>. | | ASP-AM 2.03<br>ASP-AM 9.03<br><br>AND<br><br>Program administrator signs a document indicating that an annual financial review conducted is by a certified public accountant. |
| Level 4 | Meets Requirements of Level 3<br>PLUS<br><br>Educators and advisory board are involved in the development of the business plan and it is reviewed periodically for updating. ↔ | SACERS Reliable rater score average of 6 with no single item below 5. | | Signed checklist/document that the program has a technology system that maintains & tracks information on: children's health, services, | | COA item #<br>ASP-AM 5.02<br><br>AND<br><br>Signed checklist/document that the program has technology |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | Program shares the results of the program quality rating with the families, staff, governing board and funders. ⬚<br><br>Program has a system of technology that allows for data collection and tracking program information. Ⓟ | | | absenteeism, children's educational information, staff qualifications, professional development and financial record keeping | | system that maintains and tracks information on: children's health, services, absenteeism, children's educational information, staff qualifications and professional development |

## *Administration: 5B.* Supervision

| | | *Measures* | | *Documentation* | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| Level 1 | Meets Licensing regulations or non-licensable or license exempt and meets EEC licensing requirements. | | | License in good standing OR program meets EEC Licensing Standards (for non-licensable and license exempt programs). | | |
| Level 2 | Meets Requirements of Level 1<br>PLUS<br><br>Program provides recognition for educators in annual evaluation as well as in public forum, as appropriate (i.e. verbal recognition in group setting or written recognition in newsletter). ↔<br><br>Educators are given feedback on instructional practice on a monthly basis. ↔ | | APT-Q | | | COA item # ASP-HR 5.05 |
| Level 3 | Meets Requirements of Level 2<br>PLUS<br><br>Program uses at least three types of internal communication on a monthly basis to inform educators. Ⓟ<br><br>Educators' schedule includes regular paid planning time. Ⓟ ↔<br><br>Educators are given feedback that | | APT-Q | Portion of the written policy providing: a) internal communication b) provides evidence of benefits offered to employees c)description of system that supports career | | |

| | | Measures | | Documentation | | |
|---|---|---|---|---|---|---|
| **Level** | ***Revised Standard*** | ***Required Observation Measure (ERS)*** | ***Additional Required Observation Measure*** | ***Required Documentation*** | ***Head Start Documentation Option*** | ***Accreditation Program Documentation Option*** |
| | includes examples of best practice at least twice a month. ®+<br><br>The program has a system to support the career development of staff through a career ladder (e.g., regularly scheduled time to meet with a supervisor or mentor to monitor progress towards career goals). | | | development through a career ladder. | | |
| Level 4 | Meets Requirements of Level 3 PLUS<br><br>Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educators, and is comparable with the current wage level of others in the community with the same levels of education. ® ↔<br><br>Program has an incentive program that rewards each educator that achieves the next step on the career ladder. ®+<br><br>Educators receive at least one benefit. ® ↔<br><br>Educators are provided ongoing mentoring that includes demonstration of best practices on a weekly basis. ®+ | | APT-Q | Portion of the written policy that shows that employment reflects salary policies and benefit packages include paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option. | | |

# APPENDIX B. DOCUMENTATION REQUIREMENTS

The QRIS system articulates standards and accompanying documentation requirements. The system requires the following:

- ERS self-study for level 2 and outside reliable raters for levels 3 and 4 for all QRIS Program types
- ERS, PAS, BAS, APT.
- CLASS or Arnett Caregiver Interaction Scale to assess teacher/child interactions.
- Strengthening Families self-assessment tool (Level 2)
- specific list of documentation, not reflected in Measurement Tools (i.e. Use of Ma Preschool and Infant Toddler Guidelines in Curriculum, documentation of workforce qualifications and Professional development in the PQ registry).
- Accredited and Head Start programs and providers are provided information about alignment that is "standard-specific."

Table B.1 presents a summary of the domains that are included in the ERS.

### Table B.1. ERS Domains[p]

| Center / School- Based | | Family Child Care | Out of School /Afterschool Programs |
|---|---|---|---|
| **ITERS-R** | **ECERS-R** | **FCCERS-R** | **SACERS** |
| Space and furnishings | Space and furnishings | Space and furnishings | Space and Furnishings |
| Personal care routines | Personal care routines | Personal care routines | Health and Safety |
| Listening and Talking | Language and reasoning | Listening and Talking | Supplementary Items (for children with special needs) |
| Activities | Activities | Activities | Activities |
| Interactions | Interactions | Interactions | Interactions |
| Program Structure | Program Structure | Program Structure | Program Structure |
| Parent and staff | Parent and staff | Parent and staff | Staff Development |

[p] Developed by Massachusetts Department of Early Education and Care based on review of ERS.

# APPENDIX C. EXAMPLE OF COMMENTS AND RESPONSES DEVELOPED BY EEC

| Standard | Questions and Concerns from Centers | Proposed change |
|---|---|---|
| **Curriculum, Diversity, Assessment** | • I feel built in planning time for staff is important and should be put back in.<br>• Time for teachers to plan and conduct assessments should be listed as a standard<br>• There is no mention of warmth and nurturing environment and this language should be added.<br>• Provide guidance to programs that have a single child who is not fluent in English. What is the best way to ensure these children and families are served without breaking the bank of the programs? | • Create new sub-standard on time for staff to engage in planning and assessment<br><br>• Change language in standard to reflect warmth and nurturing interactions.<br>• Provide guidance to programs that have a single child who is not fluent in English. |
| **Environment** | • We have NAEYC accreditation. Why do we need this too?<br>•Sinks are very important and should be put back in.<br>• I suggest a separate health standard. | • Provide NAEYC accredited programs with list of documentation illustrating standards that are met with accreditation<br>• Make sure language about hand washing is in standard as it is captured in the ERS<br>• Create a separate health standard. |
| **Professional Development** | • Program-level standards are more appropriate than standards for each and every staff person<br>• Provide recognition for staff who have equivalent experience and professional development to formal degrees<br>• Recognize the importance of low staff turn over. | • Review standards that are now are at the program level<br>• Provide recognition for staff who have equivalent experience and professional development to formal degrees<br>• Include new substandard on staff turn over. |
| **Family Involvement** | • Change term from family involvement to "family engagement"<br>• I think meeting with parents once a month is a lot. | • Change term from family involvement to "family engagement"<br>• Consider changing frequency of meetings with parents based on ages of children served. |
| **Leadership, Management & Administration** | • Parent involvement should be one standard rather than family being listed under "family involvement" and some community activities listed in this section. | Merge community involvement into family involvement standard |

| Standard | Questions and Concerns from Family Child Care Providers | Proposed Change |
|---|---|---|
| **Curriculum, Diversity, Assessment** | • We do not have large staffs that allow for the kind of time required meeting the documentation portion of this standard.<br>• We enroll children who contact us. I question how a family child care provider can have a written policy that promotes diversity.<br>• Need more specifics on how to handle behavior issues | EEC to provide guidance to programs about how to meet standard<br><br>EEC to provide guidance to programs about how to meet the standard |
| **Environment** | • I believe having a health consultant could be costly and it is unfair to have this at level 2. It should be at level 4.<br>• The number of interest areas is too many.<br>• The number of interest areas is too limited. I suggest more. | EEC to provide guidance to programs about how to achieve this standard<br><br>Keep number of areas to reflect ERS |
| **Professional Development** | • Program-level standards are more appropriate than standards for each and every staff person<br>• Provide recognition for staff who have equivalent experience and professional development to formal degrees<br>• Recognize the importance of low staff turn over. | • Review standards that are now are at the program level<br>• Provide recognition for staff who have equivalent experience and professional development to formal degrees<br>• Include new substandard on staff turn over. |
| **Family Involvement** | • Offering formal monthly meetings with parents are too much.<br>• Two-way communication is challenged when parents are working. | Consider changing the frequency of meetings with parents<br>EEC to provide advice about how to achieve this standard |
| **Leadership, Administration & Management** | • Standards seem excessive for family child care<br>• Hiring an auditor is not appropriate for a family child care provider<br>• Incentives are not appropriate<br>• Assistants are often part-time. | EEC to provide guidance on how to meet standards<br>Consider modifying standard to reflect BAS language<br>Eliminate standard on incentives |

| Standard | Questions and Concerns from After School and Out of School Time Providers | Proposed Change |
|---|---|---|
| **Curriculum, Diversity, Assessment** | • Standards should reflect multiple intelligences and learning styles (visual, auditory, kinesthetic, etc.)<br>• Take into account 2-hour programs with regard to frequency of assessments, homework activities, etc.<br>• Make sure standard related to accommodation of children with disabilities is included<br>• Skilled tutors are expensive, not necessarily aligned with program goals, and questions exist about research base<br>• Peer mediation is a great program for older students but not appropriate for younger children<br>• Focus on positive behavior guidance instead of mediation. Put mediation at level 4 | Include language to reflect learning styles<br>Change standard to reflect different types of programs<br><br>Provide programs information about existing EEC licensing regulations and ESE requirements<br><br>Provide programs with research base on evidence of importance of homework support for student outcomes.<br>Change peer mediation language to language related to guidance and put mediation at level 4. |
| **Environment** | • In many cases space is RENTED and hard to control.<br>• Health consultants cost money.<br>•This is clear. Much simpler and more relevant to the field.<br>•Why use the SACCERS instead of the APT? | |
| **Family Involvement** | • Monthly opportunities to meet with parents is excessive when schools only meet with parents one time a year<br>•Levels 1 and 2 are appropriate . . . 3 and 4 not realistic<br>•Family members do not participate in classrooms but typically volunteer for school's PTO or school council. Parents should be engaged but it should be done in conjunction with school | Change frequency of meetings<br><br>Change language to reflect parental engagement directly and/or through collaborations with schools. |
| **Leadership, Management & Administration** | • Seem appropriate for larger programs but excessive for stand alone programs<br>• What about a strategic plan with clear, measurable outcomes?<br>• Incentives are not really appropriate | Provide guidance to stand alone programs about how to meet standards<br>Include standard on strategic plan<br><br>Eliminate language related to incentives for staff |

# APPENDIX D. EXAMPLES OF PROVISIONAL STANDARDS THAT WERE MOVED, CHANGED OR OMITTED

### Table D-1. Example Collapsed and Moved Standards

| **Example. Revision of Original Standard for Level 2 for Center and School-Based Programs** | |
|---|---|
| **Three original subcategories from Environment:**<br>2A. Indoor<br>2B. Outdoor<br>2C. Health and Safety | |
| **Evidence for 2A. Indoor** | |
| Each preschool classroom has at least 4 interest areas, and infant and toddler classrooms have at least 3 interest areas, with a variety of age appropriate materials and equipment available and accessible to children. → | **Moved:** to Level 3 |
| Room arrangement provides enough space to accommodate individual, small group and large group work and the necessary adaptations for all children present. → | **Eliminate:** Covered by MA Licensing |
| Each classroom maintains group sizes required by licensing regulations in a well defined space that provides acoustical separation and prevents intermingling of children from different groups. → | **Eliminate:** Covered by MA Licensing |
| **Evidence for 2B. Outdoor** | |
| Access to an outdoor space that provides for a variety of gross and fine motor activities such as swings, slides, tricycles, balls and other games that are developmentally appropriate and, within reason, adaptations that ensure accessibility for children with disabilities. → | **Replace:** Covered by ITERS-R & ECERS-R score of 3 |
| **Evidence for 2C. Health and Safety** | |
| Program documents the nutritional needs of the children in their program through a questionnaire for families. → | **Eliminate:** Covered by MA Licensing |
| Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program, unless needs of a child require additional consultation. → | **Keep** |
| Program provides training to staff and parents on health, safety and nutrition. → | **Eliminate:** Covered by MA Licensing |
| Program provides opportunities for families to connect with organizations for annual vision, hearing and dental screenings. → | **Moved:** Community Involvement |

| Example. Revision of Original Standard for Level 2 for Center and School-Based Programs | |
|---|---|
| **Proposal to Revise Environment into one subcategory:**<br>**2. Safe, Healthy Indoor and Outdoor Environments** | |
| Annual consultation by Health Consultants to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program, unless needs of a child require additional consultation. → | **Keep** |
| Demonstrates healthy, safe and clean indoor and outdoor environments. → | **Combined:** Standards covered by ITERS-R & ECERS-R score of 3 |

### Table D-2. Example Provisional Standards that were not Evidence-Based

| Example. Original Standard for Level 4 for Center and School-Based Programs | |
|---|---|
| **Original category Serving Children with Diverse Languages and Cultures** | |
| Program uses a consultant with expertise in diverse languages to provide ongoing support to classroom staff. → | **Delete:** No literature to support this criteria |
| Program uses an outside consultant/trained staff to determine the primary language of children whose first language may not be English. → | **Delete:** No literature to support this criteria |

# APPENDIX E. LITERATURE REVIEW

The literature review is presented in three formats below. First, we list each revised standard and include a citation of the key research evidence supporting this particular standard. Next, we summarize the key literature. Finally, we present references and a summary/abstract of key research sorted by the 5 categories used in the Massachusetts QRIS. Note that this is not an exhaustive list of references but summarizes the key research that was reviewed.

# LITERATURE REVIEW SUMMARY

Below we present a brief narrative summarizing the key findings from our review of the research.

## Category 1: Curriculum and Learning

Bredekamp and Copple's (2009) book *Developmentally Appropriate Practice in Early Childhood (rev ed.)* spells out the principles underlying developmentally appropriate practice and guidelines for classroom decision making for all engaged in the care and education of infants, toddlers, 3-5 year-olds and primary grade children. It includes an overview of each period of development and extensive examples of practices appropriate and inappropriate for children in those age groups.[92] In addition, NAEYC's position statement on *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (adopted 2009) is grounded in the research on child development and learning and in the knowledge base regarding educational effectiveness.[92] This position statement outlines which types of developmentally appropriate practice promotes young children's optimal learning and development. This position statement is well aligned with the MA Guidelines for Preschool Learning Experiences. Current research supports the use of enriched curriculum components and professional development including mentoring to produce improvements in multiple domains of preschool teaching including teachers engaging in conversations with children more frequently and in more complex ways, and creating a more positive classroom climate.[93]

NAEYC's (2003)[94] position statement on curriculum and assessment makes key recommendations for the field of early childhood education. For curriculum, NAEYC's key recommendation is for early childhood programs to implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children. For assessment, NAEYC's key recommendation is for early childhood programs to engage in ethical, appropriate, valid, and reliable assessment as a central part of all early childhood programs. In addition, in order to assess young children's strengths, progress, and needs, programs should use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes including: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions. Research supports the benefits of assessing the indoor and outdoor space, curriculum and activities, teacher and child interactions, materials, equipment, nutrition and health factors in order to yield critical information for parents and center administrators, teachers and staff and improve program quality. A current study by Fontaine and colleagues

(2006) provides outcome information in regard to an enhancement project where early childhood educators were provided with professional development to assist them in evaluating and assessing their early care and learning programs. The programs that received the professional development and learned how to assess their program's quality showed a significant improvement in several areas critical to high quality care for young children after the intervention.[95]

Chen and McNamee (2006) suggest that in order for early childhood teachers to serve a student population that is diverse, teachers need assessment tools that help them to identify children's strengths and weaknesses in a wide range of learning areas. In order for the results to have meaning, the assessment must measure the skills and knowledge in areas similar to those used by teachers in planning the curriculum. Chen and McNamee (2006) suggest that teachers must understand specific content knowledge in order to effectively plan experiences that help children learn basic academic concepts and skills. In addition, linking assessment to the curriculum is the key way of ensuring that the curriculum meets every student's need, no matter how diverse. In their study of preservice early primary school teachers, Chen and McNamee (2006) found that by using a technique call "Bridging" which specifically links the curriculum with assessment, student teacher performance improved.[96]

In a review of the literature on early childhood assessment practices Gullo (2006) suggests that children should be assessed within the context of the classroom as they are engaged in meaningful curriculum activities in order to determine children's curriculum needs.[97] The primary purpose of the assessment should be to inform and improve teacher practice and it should inform teachers as to how well the curriculum is working for individual children. The literature review points out that traditional paper and pencil assessments of young children are not developmentally appropriate, rather the review highlights several alternative means of assessing children's learning within the context of the early childhood curriculum. These include curriculum based assessment, play-based assessment, dynamic assessment, project assessment (observing the child while engaging in actual problem solving activities), and portfolio assessment. See Gullo (2006) for an in-depth review of each type of assessment. Currently, progress is being made in the development and validation of universal screening assessments and progress-monitoring methods that align early learning guidelines, assessment, and curricular practices.[98]

Teacher behavior is one of the major influences on early childhood development (Shonkoff and Phillips, 2000) with seminal research highlighting the importance of child-adult relationships as a social context within which children develop social and academic skills.[99,100] Recent research also highlights the importance of high quality sensitive and responsive teacher-child interactions for all children including children from diverse cultures. Pianta and Stuhlman (2004) found that preschool teacher-child relationship quality was associated with changes in academic skill levels in first grade and confirm that teacher-child relationships play a key role in children's ability to acquire the skills necessary for success in school.[101] Burchinal and Cryer (2003) tested whether

child care quality, alignment of culture and ethnicity between a child and the child's caregiver, and the match between the mother's and caregiver's beliefs about child-rearing, were related to the child's cognitive and social skills.[102] The results indicated that the most important aspect for children from all three ethnic groups was whether the child's caregiver was sensitive and responsive. These children showed higher levels of cognitive and social skills as measured by standardized assessments shown to predict school success. Additional research has shown that both sensitive and stimulating interactions with the teacher and the instructional quality within pre-Kindergarten classrooms predicted children's language acquisition, social skills and pre-academic skills through the end of the kindergarten year.[103]

The effect also appears to be stronger in higher quality early childhood classrooms where the quality of teacher-child interactions was a stronger predictor of higher social competence and lower levels of behavior problems in higher than in lower quality classrooms. Furthermore, the quality of instruction was related to greater language, reading and math skills for 3- and 4-year old low income children.[104] The type of interactions that children engage in with their teachers and parents in preschool and kindergarten including language rich exposure, opportunities to be part of conversations using extended discourse, and environments that are cognitively and linguistically stimulating have also been found to be related to later literacy success.[82] Snow, Burns, and Griffin (1998) also point out in their review of the literature on preschool literacy environments that the quality of adult-child discourse is important to child outcomes, as is the amount of these interactions.[105]

Mashburn, Pianta, Hamre, Downer, Barbarin, Bryant, Burchinal, Early and Howes (2008) studied the classroom quality of over 2,400 children enrolled in 671 pre-K classrooms in 11 states. [106] They found that even after controlling for children's prior skill levels, child and family characteristics, program characteristics, and the child's state, teachers' instructional interactions predicted academic and language skills. In addition, teachers' emotional interactions predicted children's social skills as reported by the teacher. The authors posit that the results of their study suggest that policies, professional development, and program development efforts that improve teacher-child interactions can facilitate children's school readiness.[106]

Within the afterschool and out of school time literature, Cosden, Morrison, Albanese, and Macias (2001) found that homework does not always occur at home. The findings of their study of afterschool programs that provide homework assistance, found that afterschool homework assistance programs can serve as a protective function for children at-risk for school failure, particularly those who do not have other structured after school activities or for children whose parents do not speak English at home.[81]

In an effort to identify exemplary practices in afterschool and out of school time programs a large-scale evaluation of the 21st Century Community Learning Center (CCLC) program was undertaken. Huang et al. (2010) noted that the common characteristics that were found across the effective afterschool programs included these characteristics:

1. The programs had strong leadership and established clear goals.
2. They aligned program structures and contents to meet those goals.
3. They set a schedule that allowed time for students to learn and practice.
4. They established relationships with the day school.
5. Their curriculum in general reflected a linkage to standards.
6. Most of the programs used research-based strategies.
7. They all maintained some form of evaluative structures.
8. Staff members had low turnover rates.
9. Staff members related well to the students.
10. The staff were able to build rapport, maintained high expectations, and kept students motivated and engaged.

## Category 2: Safe, Healthy Indoor and Outdoor Environments

Research on safe and healthy indoor and outdoor environments strongly reveals that quality programs must provide indoor and outdoor environments that promote children's development. Moreover, research on health care consultation reveals that regular consultation from outside experts can be an important method of ensuring quality environments. Details from the literature review are presented below.

In an intervention research model, Alkon and colleagues (2009) studied growth in health and safety policies and practices. At the start of the intervention, the 73 intervention child care programs and 38 comparison programs were not significantly different on the Health and Safety Checklist.[54] Health consultants were provided to the intervention centers and at post-intervention, intervention centers had significantly more and higher-quality written health and safety policies including hand washing, cleaning and sanitizing, emergency preparedness, and daily health checks. In addition, intervention centers had improved their health practices in hand washing and emergency preparedness.[54] The results indicate that child care health consultation programs can improve the written health and safety policies and may improve practices in child care centers.

In a recent research synthesis Brennan, Bradley, Allen and Perry (2008) reviewed the evidence base for mental health consultation in early childhood settings.[52] There was evidence that early childhood mental health consultation helped increase staff self-efficacy/ confidence and competence in dealing with troubling or difficult behaviors of young children in their care. In several studies within the synthesis, staff that received consultation had improved sensitivity and lower job-related stress. In general, the researchers reported that consultation helped improve the overall quality of early care and education settings and was linked to reduced staff turnover

(Brennan et al., 2008). The mechanism of change may be through the development of positive collaborative relationships between the mental health consultant and program staff members. This was found to be the most important aspect of an intervention that included mental health consultations in Head Start early childhood settings.[53]

Elkind (2006) describes outdoor play as providing children with a solid foundation and central vehicle of knowledge about the real world. While outdoor play is important to all age levels, it is particularly important in the early childhood and elementary years. Elkind suggests that children's outdoor play is not a luxury but critical to children's ability to learn about the world, others, and themselves, and that it is through playful contact with that world that children create learning.[107] Fjørtoft (2001) found that a popular form of kindergarten in Scandinavia is the outdoor kindergarten where children ages 3-6 years spend all or most of the day outdoors in the natural environment. Playing in the natural environment was found to have positive effects on children, with more creative play, and indicated that absence due to sicknesses was lower among children in outdoor kindergartens than in traditional ones.[108]

The structure and physical layout of early childhood centers' indoor environment is also crucial to child behavior. In a study of the number of activity areas in early childhood environments, the results showed that the ratio of children to the number of activity areas was positively correlated with off-task time. Specifically, the higher the ratio, or the more children per activity area, the greater the time children spent off-task.[109]

In a review of the literature on vision and vision screenings, Ethan and Basch (2008) found that 1 in 5 children have a vision problem with low income children having a disproportionate amount of vision problems. Moreover, these low income children face many barriers to acquiring vision care. The authors maintain that early detection and treatment of vision problems is essential in optimizing children's health and development. The results of their study and review of the literature suggest that states and schools can take concrete steps to increase the number of children identified and treated for vision problems.[59]

In a feasibility study of screening for hearing loss in Early Head Start programs Eiserman et al. (2007) trained Early Head Start staff members to conduct hearing screenings. The results indicated that the Early Head Start staff were able to identify children with hearing disorders in the outer, middle, and inner ear and that using their protocol was both practical (easy to use and implement) and effective.[57]

Children from low income families are also more likely to have dental disease and less likely to have access to dental care.[110] In a study of Head Start children in Ohio, Siegal, Marx and Cole (2005) found that 28% of the 2555 children screened had at least one decayed tooth. The results of the study indicated that many Ohio Head Start children do not receive dental care. Parents and caregivers reported that finding accessible dentists was a primary obstacle to receiving dental care. The authors concluded that Medicaid and patient age were primary dental office limitations (only 7% of general dentists and 29% of pediatric dentists surveyed reported accepting children

aged 0 through 5 years of age as Medicaid recipients without limitation) however, these limitations were partly offset by the role Head Start plays in ensuring dental care.[111]

Recent research has also underscored the importance of food safety training for early childhood professionals as young children have little control of food safety risks because other people prepare their food. Enke, Briley, Curtis, Greninger, and Staskel (2007) conducted a multi-state study of food safety and noted that there is a continued need within early childhood environments for continual management and food safety training for both directors and staff in order to provide a safe environment for children.[55] In addition, Unusan (2007) found that a course on food and nutrition for preschool teacher candidates had a significant impact on teacher knowledge by increasing their nutrition knowledge and practices.[56]

## Category 3: Workforce Qualifications and Professional Development

Research on workforce qualifications and professional development reveals that higher levels of educational attainment are linked with improved quality but specialization is important for quality outcomes. Moreover, new experimental studies have revealed that the quality of the professional development is important to achieve desired quality outcomes. As such, it is important to note that teacher quality is complex. Details are presented below.

In a review of the literature on teacher qualifications for preschool and pre-Kindergarten teachers (teachers of 3 and 4-year-olds) the major conclusion reached was that Bachelor's degrees (BA's) are best.[112] This research literature review on the quality of early education and care supports the position that teacher education and training relate to quality. Specifically, classrooms where the teachers have at least a Bachelor's degree are more likely to be of higher quality including richer language environments, enhanced literacy environments, and better teacher-child interactions. Moreover, the teachers themselves are more likely to appropriately approach instruction—they are more sensitive, less punitive, and more engaged.[112]

Early et al., (2007) found contrasting results however, in a secondary analysis of multiple datasets studying teachers' education, classroom quality, and 4-year-olds academic skills.[113] The findings indicated largely negative or null results in predicting classroom quality and children's academic outcomes from the educational attainment and major of early childhood teachers. The authors suggest that teacher quality is complex and that a simple measure of teacher level of education may not be sufficient in predicting teacher quality. The authors note however, that a comprehensive professional development system for pre-service and in-service teachers could provide the knowledge, skills, and supports for teachers to provide a high-quality early education experience that can positively impact children's development.[113]

Recent research suggests that in addition to considering early childhood educators' level of education when examining the influences of variations in professional development on classroom quality, an important component of teacher quality may also be related to the effects of teacher supervision and auspice.[60] In addition, these researchers found that not only was the

teachers' education and credential level important but also the credential level of the program director predicted classroom quality in private, non-profit and Head Start programs.[60] Moreover, when the classroom was sponsored by school districts or by the state, preschool program teacher bachelor's degree were not as predictive of classroom quality. The authors note that school district and California state preschool programs (where the study took place) traditionally have required higher credentials and provide better salaries and working conditions for their teachers, which could explain why the lead teachers in these programs, regardless of credential/ degree level, do not have classrooms that differ in terms of sensitive teacher–child interactions and classroom materials.[60] The authors maintain that the effects of supervision and auspice are also important to classroom quality because their results showed that the school district and state sponsored preschools may have been providing more supervision and support for teachers with less formal education.[60] Although the school district and state sponsored programs tended to have higher quality classrooms, they also tended to have more funding for materials and resources than the private and non-profit centers. The authors also note that not only did the publicly funded classrooms have more materials but also the teachers were using those materials appropriately. Thus, in classrooms with fewer resources teacher training may make the difference in how teachers use the resources that they have, with the more experienced teachers using fewer resources and materials more effectively.[60]

In another study of pre-kindergarten programs, including 238 classrooms and teachers, Pianta et al. (2005) found that classroom quality, which was assessed using observational methods and for specific teaching practices, found that quality was lower in classrooms where more than 60% of the children were from homes below the poverty line, when teachers lacked formal training (or a degree) in early childhood education and held less child-centered beliefs.[35]

Additional research suggests that professional development for teachers in specific content areas, such as language and literacy, has been shown to be most effective for teachers who also have a coach/ mentor. Specifically, professional development alone had negligible effects on improvements in quality language and literacy practices, however, coursework plus coaching showed substantial effect sizes for both center and home based educators.[114] Mohler et al. (2009) also found that an early literacy intervention model including a literacy curriculum for preK low income children and a professional development model that provided coaching was significantly more effective than two other experimental conditions. The findings indicated that the children in the curriculum plus coaching model significantly outperformed the children in the baseline condition on most of the literacy measures. Moreover, significant differences were also found for children in the intervention project when they were followed through kindergarten and compared to control children on end-of-year literacy assessments.[115]

The benefit of coaching also holds true for the professional development of family child care educators. Koh and Neuman (2007) randomly assigned family child care educators working in low-income communities to one of three groups: a language and literacy course plus coaching, the course only, and a control group. The findings revealed that providers who received the

course plus the coaching showed statistically significant and educationally significant improvements in their literacy practice compared to the other two groups.[116]

Howes, James, and Richie (2003) showed that even after controlling for formal education levels, teachers' responsive involvement and engagement with children was predicted by the extent to which they were supervised and mentored. Thus, teachers who more extensively supervised and mentored demonstrated higher quality interactions with children and engaged children more in language play. [117]

Fuligni, Howes, Lara-Cinisomo, and Karoly (2009) studied the diverse pathways found in early childhood professional development. Although the study had a relatively small sample size their results add to the research base that underscores the importance of the BA and specialized child development training and supervision for early childhood educators. They found that (in California) the greatest variation in education and training was observed in family child care, where educators ranged from having no education and training to having a specialized BA and graduate training. The authors suggest that the differences by program type were likely due to differences in the licensing regulations and employment qualification requirements in the different settings. Moreover, the authors found that family child care providers had fewer opportunities for day-to-day support from other educators or mentors and that they typically sought continuing professional development experiences primarily through workshops and conferences. The findings of the study by Fuligni et al. (2009) also point to the importance of the BA for family child care educators for developing more authoritative or democratic beliefs about children. In addition, the importance of training in child development at the BA level was highlighted in order to improve teachers' provision of a positive emotional climate for children. Although the BA alone was not sufficient to produce large differences in outcomes, specialized training at the BA level or above did make a difference in the quality of teacher-child interactions. Fuligni et al. (2009) posit that "any policy that not only mandates BAs but provides tangible support for obtaining the BA in a child development major will raise the quality of the pool of educators serving the low income children who can most benefit from high-quality early childhood education."[118]

## Category 4: Family and Community Engagement

Research on family and community engagement has found that parental involvement is particularly beneficial for child outcomes and community engagement—especially related to collaboration around service delivery is related to improvements in quality. Below we briefly present key literature on family and community engagement.

Parent involvement in early childhood is an important component of early childhood education and helps to promote beneficial long term effects (Barnard, 2004) and is also important to children's achievement in 1st and 3rd grade.[89,90] In addition, for children of immigrants parental

involvement decreases the achievement gap in kindergarten for both English and non-English speakers.[119] Moreover, parent involvement has been shown to be particularly beneficial for preschool boy's positive development and academic performance (Marcon, 1999).[120] Parents also feel more positively about the early childhood program their children are participating in when they are more involved in the program and have higher levels of satisfaction with the program (Jinnah & Walters, 2008). Parental involvement in early intervention curricula, such as parents' involvement in preschool and kindergarten activities has also been found to be beneficial for children at risk and was significantly associated with higher reading achievement, lower rates of grade retention at age 14, and with fewer years in special education. [40]

As the United States becomes increasingly diverse, early childhood educators are often among the first to work with families whose primary language is other than English (Cellitti, 2010). Often parents and caregivers do speak English but not fluently enough to feel comfortable enough to communicate with teachers and administrators. Cellitti (2010) maintains that early childhood programs and school systems can be more responsive to diversity by providing effective translation and interpretation services.[91]

In Australia, a research study conducted on the quality improvement system (QIAS) for early childhood programs focused on the mandate that early childhood educators communicate with parents in written form.[121] Results from the study suggest that early childhood educators prefer verbal two-way communication practices as they are better able to build a shared understanding with parents in this form. Participants in the study were clear that formal means of communicating with parents (e.g. written communications), as required in QIAS, did not guarantee a shared understanding of the child and so many staff dismissed the formal communication requirements. The authors suggest that the quality of parent involvement at a center should be assessed according to the center's efforts to: 1) create time for meaningful face to face communication, 2) negotiate differences between parents and staff about appropriate child behavior and 3) discover methods of communication that "worked" both for parents and staff.[121] Recent research also underscores the importance of early childhood educators and parents practicing an ongoing dialogue, which allows for more opportunities for clarification and collaboration with families.[68]

Research on collaboration has found that community engagement—especially around service delivery is related to improvements in classroom quality. Research by Schilder and her colleagues (2005 and 2009) found that child care programs that collaborate with Head Start are more likely than non –partnering programs to offer a range of comprehensive services. Moreover, programs that offer more services were also more likely to provide higher classroom quality as measured by the ECERS-R.[38,122] Seldon found in a case study of early education programs that collaboration around service delivery is related to improvements in quality. Finally, Hicks et al found that the level and type of collaboration is related to the quality of outcomes. [37-39,42]

## Category 5: Leadership, Management, and Administration

In Phillips, Howes, and Whitebook's (1991) seminal work on child care as an adult work environment, the researchers found that staff wages were the most important predictor of staff turnover and were also a positive predictor of the quality of care provided to the children. Job satisfaction was significantly, but modestly, associated with wages, paid preparation time, reduced-fee child care, and the quality of provisions for adult needs.[73]

Whitebook et al.'s (2009) review of the research literature and policy report found that the work environment of early childhood professionals can support or hinder teacher performance and that compensation strongly affects teachers' willingness to enter and stay in the field. In ECE, given the particular problems of low compensation and high turnover, it has also demonstrated that students of higher-paid teachers achieve better outcomes. In addition, Whitebook and colleagues' findings suggest that opportunities and support for ongoing, on-the-job learning is critical to helping teachers become more effective. Short term interventions however, are unlikely to be effective. The skills and training of the mentor or coach are also critical to determining the effectiveness of the services, but Whitebook points out that the current research base has not determined exactly what qualities the mentor/ coach should possess.[123]

For program administration, Sciarra and Dorsey (1998) suggest that effective administration skills are not sufficient for effective program operation unless they are combined with good interpersonal communication skills. Sciarra and Dorsey (1998) present administration information within an interpersonal framework in their guide for providing practical help with the ultimate goal of improving the quality of programs for young children and helping directors and teachers be more effective in their work.[72]

Taylor and Bryant (2002) studied the strategies implemented by highly effective quality improvement initiatives for child care centers and family child care homes. They found the key factors mentioned in the successful partnerships were: strong leadership, strategic planning for a system of quality improvement programs, support for the education and professional development of the work force, financial rewards for higher education and improved quality, on-site customized technical assistance, and effective collaborations with multiple community agencies.[77]

In Dawson and D'Amico's (1985) seminal work on increasing the use of program evaluation information in early childhood, researchers involved potential users of the program evaluation information more actively in the evaluation activities. In the study, program staff participated directly in the evaluation of the program as interviewers (one person even became a co-evaluator) and less directly during informal interactive feedback activities. The findings showed that the program staff used the evaluation information primarily to identify technical assistance needs and to modify the program. However, increased use of the evaluation findings resulted in improved communication, staff perceptions of evaluation relevance and credibility, and staff

commitment to the study. In addition to increasing information use, involving staff expanded the evaluation knowledge base at a relatively low cost.[124]

In 2003, Howes and colleagues reported that a correlation between teachers who more extensively supervised, higher quality interactions with children. [117] This study implicitly addresses issues of supervision and reflective practice but does examined multiple aspects of quality teaching. Supervision that supports reflective practice is embedded in many observation protocols and therefore is implicitly examined in many studies of quality child care and early education.

# LITERATURE REVIEW: EXCERPTS FROM LITERATURE REVIEW DATABASE

Below we present excerpts from the database that the Study Team developed that summarized the alignment between the Provisional Standards and the existing research. We present a brief summary of research articles, reports, briefs, chapters, and books that the Study Team reviewed. The search strategy the Study Team employed was based on the strategies employed by our colleagues at the Northeast Regional Educational Lab at EDC. We also assessed additional research after we developed the original database that was aligned with the Provisional Standards. Some but not all of the research that was examined after the draft revised standards were developed are included in the table below.

| Author | Year | Document Title | Source | Abstract |
|---|---|---|---|---|
| **Meets Licensing Requirements (Level 1)** | | | | |
| Children's Foundation, Washington, DC. | 1993 | Child Day Care Center Licensing Study, 1993 | ERIC | This study contains the results of a nationwide survey concerning day care regulations and licensing procedures throughout the United States. The regulatory offices of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands were surveyed. The listings, which are arranged according to location, provide the address and telephone number of the person and organization providing the information. Also provided are state, district, or commonwealth data covering. |
| De Vita, Carol J.; Montilla, Maria | 2003 | Improving Child Care Quality: A Comparison of Military and Civilian Approaches. Charting Civil Society: A Series by the Center on Nonprofits and Philanthropy. | Brief #13 from the series "Charting Civil Society," by the Center on Nonprofits and Philanthropy. | Information on early childhood learning and increasing demand for child care services have placed a spotlight on the need to improve the quality of early education and care in the United States. This report focuses on five factors tied to the success of military efforts to develop an exemplary model of quality and affordable care in the Military Child Care System (MCCS) that are relevant to civilian programs. The five factors discussed in the report are: (1) training and education of child care providers; (2) linkages between training and compensation; (3) subsidies to assure affordable costs for parents; (4) licensing and accreditation standards to improve quality; and (5) inspections and oversight to establish accountability within the system. The report notes that although revamping the MCCS was not easy, effective change strategies were accomplished based on four basic tenets. |
| Schumacher, Rachel; Irish, Kate; Lombardi, Joan | 2003 | Meeting Great Expectations: Integrating Early Education Program Standards in Child Care. | The Foundation for Child Development Working Paper Services (Center for Law and Social Policy) | In order to achieve the expectations for children's learning stipulated by the No Child Left Behind Act of 2001, greater attention needs to be given to child care policy and funding. This report details a study examining strategies in seven states that have integrated early education program standards in child care, by directly tying standards to funding. The strategies examined are: the delivery of state prekindergarten (Georgia, New Jersey, and New York) and Head Start (Ohio, Oklahoma, and Oregon) in child care settings, and the use of contracts that require standards for child care providers (California). The report is organized into four sections. Section 1 discusses why program standards are critical to meeting raised goals for education and why child care must be part of this strategy. Section 2 presents findings from a group of states in which program standards and oversight of child care centers that participate in these early education initiatives. |
| **CATEGORY 1: CURRICULUM AND LEARNING (Levels 1-4)** | | | | |

| Author | Year | Document Title | Source | Abstract |
|---|---|---|---|---|
| Alfassi, Miriam | 2009 | The Efficacy of a Dialogic Learning Environment in Fostering Literacy. | Reading Psychology; Nov/Dec2009, Vol. 30 Issue 6, p539-563 | This comparative study examines the role of contextual features embedded in a dialogic environment in fostering literacy. The study, implemented by language arts teachers in a middle school setting, investigates the effectiveness of an instructional program designed to create a collaborative dialogic learning environment that imparts literacy. The program is compared to a traditional learning environment in which reading and writing are imparted through direct teacher instruction. Results indicate that embedding literacy instruction in communities of discourse is superior to traditional methods in fostering reading comprehension and writing competence. Findings suggest that a dialogic environment creates the context within which students develop cognitive tools to achieve literacy. |
| Alfredo Urzúaa, , and Camilla Vásquezb | June 2008. | Reflection and professional identity in teachers' future-oriented discourse | Teaching and Teacher Education, Volume 24, Issue 7, October 2008, Pages 1935-1946 | Educational researchers have recently suggested that Schön's influential model of the 'reflective practitioner' lacks a prospective, or future, dimension. In this study, instances of future-oriented talk produced by novice English as-a-second-language (ESL) teachers during mentoring meetings in one North American university setting are examined. Context-specific functions of future-oriented discourse (e.g., planning, prediction) are investigated in relation to reflective thinking and teacher identity. How teacher mentoring meetings represent discursive spaces in which novice teachers have an opportunity to verbalize plans, predict outcomes, consider possibilities, and reflect on their evolving pedagogical practices are illustrated in the report. The authors argue that teacher mentors should become aware of these important functions, and encourage prospective reflection in novice teachers. |
| Barnard, Wendy Miedel | 2004 | Parent involvement in elementary school and educational attainment | Children & Youth Services Review; Jan2004, Vol. 26 Issue 1, p39 | While educational success in high school can be linked to elementary school achievement, there is little evidence that parent involvement in elementary school provides lasting benefits to children through high school. Using data from the Chicago Longitudinal Study, this study investigated the association between parent involvement in elementary school and success in high school. Parent involvement in school (based on teacher and parent reports) and parent reports of home involvement were used to determine if greater reported parent involvement was associated with indicators of school success. Results indicated that even after controlling for background characteristics and risk factors, parent involvement in school was significantly associated with lower rates of high school dropout, increased on-time high school completion, and highest grade completed. This study suggests that parent involvement in school is an important component in early childhood education to help promote long-term effects. |

| Author | Year | Document Title | Source | Abstract |
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| Beecher, M. and Sweeney, S.M. | 2008 | Closing the Achievement Gap with Curriculum Enrichment and Differentiation: One School's Story | Journal of Advanced Academics, 19(3): 502-530 | This article summarizes a unique approach to reducing the achievement gap that strategically blended differentiated curriculum with schoolwide enrichment teaching and learning. The theories of enrichment and instructional differentiation were translated into practice in an elementary school that had previously embraced a remedial paradigm. This enrichment approach resulted in improved student achievement and the reduction of the achievement gap between rich and poor and among different ethnic groups. The school improvement process began with a thorough analysis of the strengths and weaknesses of all dimensions of the school, and resulted in the creation of a school mission, strategic plan with broad instructional goals, specific learning objectives, and detailed action plans. Enrichment and differentiation were chosen as the methods to improve the learning environment based on evidence that engagement in learning is enhanced when students' interests and choices are considered, and the need to provide learning experiences that were responsive to the learning characteristics of a diverse student population. Specific components of the strategic plan were implemented simultaneously while others were introduced over a series of years. Teachers rewrote the curriculum for reading, writing, mathematics, and social studies to include enrichment experiences and differentiated instruction. This enriched learning environment extended to an afterschool program inspired by Enrichment Clusters. Staff development was essential to the success of each new initiative, and a significant amount of time was devoted to teacher training. Teachers were provided with training, modeling, coaching, and planning time to integrate the new ideas and skills into their lessons. |
| Bowers, Fredalene Barletta | 2008 | Developing a Child Assessment Plan: An Integral Part of Program Quality | Exchange: The Early Childhood Leaders' Magazine Since 1978, n184 p51-57 Nov-Dec 2008. | The National Association for the Education of Young Children's Accreditations Criteria for Assessment clearly identifies the need for observation and assessment in early childhood programs. NAEYC also addresses the need to create an assessment plan and use appropriate assessment methods. Although practitioners agree that observation is important, they often do not have a plan for observation and assessment, a knowledge of the various methods of assessment or an understanding of when and why the various methods should be used. In this article, the author discusses observation and identifies various types of assessment tools as well as ways preschool teachers might use to assess a child's development. |
| Bredekamp, S. & Copple, C. | 1997/2009 | Developmentally Appropriate Practice in Early Childhood Programs (Rev. ed.) | Book | Expanding from the core ideas of the influential 1987 edition, this volume spells out more fully the principles underlying developmentally appropriate practice and guidelines for classroom decision making. The revised edition is explicit about the importance of the social and cultural context in considering appropriateness of practices. For all engaged in the care and education of infants and toddlers, 3- through 5-year-olds, or primary-grade children, this book offers an overview of each period of development and extensive examples of practices appropriate and inappropriate with children in that age group. |
| Bryant, Donna M.; Clifford, Richard M.; Peisner-Feinberg, Ellen S. | 1991 | Best practices for beginners: Developmental appropriateness in kindergarten | American Educational Research Journal; Volume Number: 28; Issue Number: 4; Page Range: 783-803 | A study of developmentally appropriate practices used in kindergarten programs and a study of factors contributing to the use of developmentally appropriate practices in kindergarten programs in the North Carolina school system |

| Author | Year | Document Title | Source | Abstract |
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| Burchinal, Margaret R., Frank Porter, Cryer, Debby, Graham Child | 2003 | Diversity, child care quality, and developmental outcomes. | Early Childhood Research Quarterly, Vol 18(4), Win, 2003. pp. 401-426. | It is widely accepted that high quality child care enhances children's cognitive and social development, but some question whether what constitutes quality care depends on the child's ethnic and cultural background. To address this question, secondary analysis of data from the two largest studies of child care experiences in the United States, Cost, Quality, and Outcomes Study and the NICHD Study of Early Child Care, tested whether standard measures of child care quality were less reliable or valid for African-American and English-speaking Latino children than for white children. Widely used measures of child care quality showed comparably high levels of reliability and similar levels of validity for white, African-American, and Latino children. Analyses tested whether cognitive and social skills were related to child care quality, the match between child's and caregiver's ethnicity, and the match between the mother's and caregiver's beliefs about child-rearing. Results indicated children from all three ethnic groups showed higher levels of cognitive and social skills on standardized assessments shown to predict school success when caregivers were sensitive and stimulating. Children's skills were not consistently related to whether the child's and caregiver's ethnicity matched or whether the mother's and caregiver's beliefs about child-rearing were similar. These two large studies suggest that children from all three ethnic groups benefit from sensitive and stimulating care on child outcomes related to school success. The results are interpreted as indicating that the global dimension of quality may be reflected in very different types of practices that reflect cultural differences. |
| Burchinal, Margaret; Howes, Carollee; Pianta, Robert; Bryant, Donna; Early, Diane; Clifford, Richard; Barbarin, Oscar | 2008 | Predicting Child Outcomes at the End of Kindergarten from the Quality of Pre-Kindergarten Teacher-Child Interactions and Instruction. | Applied Developmental Science; 2008, Vol. 12 Issue 3, p140-153, 14p, 4 | Publicly funded prekindergartens are programs that most states use to promote school readiness, especially of 4-year-old children at risk for academic problems due to poverty. Despite large public expenditures, these programs have not been widely evaluated. 240 randomly selected pre-kindergarten programs in six states with mature programs that serve large numbers of children, and evaluated specific aspects of classroom quality and children's academic achievement in both the pre-kindergarten and kindergarten year for over 700 children were examined. Results showed that, on average, pre-kindergarten teachers were moderately responsive and sensitive, but were less successful in engaging children in learning specific skills. Both sensitive and stimulating interactions with the teacher and the instructional quality aspects of the pre-kindergarten classroom predicted the acquisition of language, pre-academic, and social skills through the end of the kindergarten year. [Abstract from author] |
| Cantrell, Rita, Parks-Savage, Agatha, Rehfuss, Mark | 2007 | Reducing Levels of Elementary School Violence with Peer Mediation. | Professional School Counseling; Jun2007, Vol. 10 Issue 5, p475-481. | The effectiveness of an existing peer mediation program in a diverse, suburban elementary school was examined. Peer mediation was available to all students (N = 825). Three-year longitudinal data showed significant reductions in the school's out-of-school suspensions after implementation of the peer mediation program. Mediation training also resulted in significant mediator knowledge gains pertaining to conflict, conflict resolution, and mediation, which was maintained at 3-month follow-up. All mediation sessions (N = 34) were successful in resolving conflict, and mediators as well as participants viewed the peer mediation program as valuable. |

| Author | Year | Document Title | Source | Abstract |
|---|---|---|---|---|
| Carol Horton and Barbara T. Bowman | 2002 | Child Assessment at the Preprimary Level: Expert opinion and state trends | Erikson Institute: http://www.erikson.edu/default/research/researchpubs.aspx | Executive summary: In spring 2001, Erikson Institute conducted two surveys to provide practical information on the current state of expert opinion and public practice with regard to the assessment of prekindergarten children. The first survey questioned a select group of 25 national leaders in the early childhood field regarding the most important components of a child assessment system for four-year-olds enrolled in Head Start or similar programs. The second study surveyed state-funded prekindergarten programs across the country regarding specific assessment practices mandated, recommended, or commonly used in their classrooms. The national leader survey found strong agreement that the most important aspect of an assessment system is the link between curriculum and the assessment of child skills and knowledge. Weekly teacher meetings where assessment can be discussed and annual or semiannual program self evaluations ranked next highest in importance. |
| Chang, H. and Sakai, L. | 1993 | Affirming Children's Roots: Cultural and Linguistic Diversity in Early Care and Education. | Book | Who are the children in child care centers in California? How do the racial and linguistic backgrounds of children compare to the staff in centers? Affirming Children's Roots presents the findings of a first-of-its kind survey by California Tomorrow that explored the demographics of 434 centers in five California counties. This book examines the implications of growing diversity among children in care for early childhood education through a review of the literature and profiles of innovative sites and training programs. It includes recommendations for policy and practice, and an annotated bibliography. |
| Coleman, Brittany; McNeese, Mary Nell | 2009 | From Home to School - The Relationship Among Parental Involvement, Student Motivation, and Academic Achievement | International Journal of Learning; 2009, Vol. 16 Issue 7, p459-470. | This research study investigated the interrelationships among fifth grade students' academic achievement, their parents' involvement, and their motivation. The 9,080 students and their parents were a nationally representative sample, whose responses were made available to us through the Early Childhood Longitudinal Program (ECLS) in the National Center for Education Statistics (NCES). The specific demographic information on the sample will be presented. Results of the analysis of these quantitative data showed that the interrelationship between academic achievement and student motivation was direct, meaning that rising student motivation was likely to be associated with rising academic achievement. By contrast, the interrelationship between parental involvement and student motivation was an inverse relationship, as was the interrelationship between parental involvement and academic achievement. These inverse interrelationships mean that an increase in parental involvement was usually associated with a decrease in both student motivation and academic achievement. These inverse relationships between parental involvement and student motivation and parental involvement and academic achievement were unexpected. It is possible that this can be explained by the students' ages and maturity levels. Several students are entering puberty at this age and becoming more and more independent. With this, children tend to depend less on their parents and often want them less involved. One might assume that the students both begin resisting the support their parents provide by volunteering at their schools and start to distance themselves. These results have implications for policy and practice, i.e. that parents of fifth grade students should consider the impact of their involvement on their children. Additionally, participants will be encouraged to consider these variables from their respective experiences. |

| Author | Year | Document Title | Source | Abstract |
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| Cordova, Diana I., Lepper, Mark R. | 1996 | Intrinsic motivation and the process of learning-Beneficial effects of contextualization, personalization, and choice. | Journal of Educational Psychology, Vol 88(4), Dec, 1996. pp. 715-73. | This experiment examined the effects on the learning process of 3 complementary strategies—contextualization, personalization, and provision of choices—for enhancing students' intrinsic motivation. Elementary school children in 1 control and 4 experimental conditions worked with educational computer activities designed to teach arithmetical order of operations rules. In the control condition, this material was presented abstractly. In the experimental conditions, identical material was presented in meaningful and appealing learning contexts, in either generic or individually personalized form. Half of the students in each group were also offered choices concerning instructionally incidental aspects of the learning contexts; the remainder were not. Contextualization, personalization, and choice all produced dramatic increases, not only in students' motivation but also in their depth of engagement in learning, the amount they learned in a fixed time period, and their perceived competence and levels of aspiration. |
| Cosden, Merith; Morrison, Gale; Albanese Ann Leslie; Macias, Sandra | 2001 | When Homework is not Home Work- After-School Programs for Homework Assistance. | Educational Psychologist; Summer2001, Vol. 36 Issue 3, p211-221. | Homework does not always occur at home. With the perceived demand for higher academic performance has come an increase in the amount and complexity of assigned homework. Given the number of parents who work outside the home, and the need for safe and structured after-school activities, after-school programs have become a venue for helping students with their homework. This article examines the potential of after-school homework-assistance programs within the larger context of after-school programs in general. There is limited data on the outcomes associated with programs that offer homework assistance. The data suggest that after-school homework-assistance programs can serve a protective function for children at-risk for school failure, particularly those who do not have other structured after-school activities or those whose parents do not speak English at home. In general, the availability of homework assistance at home, the quality of the after-school homework program and the nature of the homework assigned will mediate the effect of these programs. Questions for future implementation and evaluation efforts are raised. |
| Curby, Timothy W.; Rimm-Kaufman, Sara E.; Ponitz, Claire Cameron | 2009 | Teacher-Child Interactions and Children's Achievement Trajectories Across Kindergarten and First Grade | Early Education and Development, 20(2), 346–372 | This study examined the extent to which the quality of teacher-child interactions and children's achievement levels at kindergarten entry were associated with children's achievement trajectories. Rural students (n = 147) were enrolled in a longitudinal study from kindergarten through first grade. Growth trajectories (initial level and slope) were modeled with hierarchical linear modeling for 3 areas of achievement: word reading, phonological awareness, and mathematics. Cross-classified analyses examined the extent to which quality of teacher-child interactions and children's starting level predicted achievement growth rates over 2 years, and they also accounted for the changing nesting structure of the data. Results indicated that achievement at kindergarten entry predicted children's growth for all 3 outcomes. Further, first-grade teachers' strong emotional support related to greater growth in students' phonological awareness. Emotional and instructional support in first grade moderated the relation |

| Author | Year | Document Title | Source | Abstract |
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| Diamond, Marian, Hopson, Janet | 1998 | Magic trees of the mind: How to nurture your child's intelligence, creativity, and healthy emotions from birth through adolescence. | Book - New York, NY, US: Plume/Penguin Books, 1998. xiii, 466 pp. ISBN:0-525-94308-0 | How does a child's mind grow? Is our capacity for learning and creativity limited by our genetic makeup? In Magic Trees of the Mind, the authors reveal how a child's brain physically responds to environmental influences, and how children can be provided with the nurturing and stimulating conditions they need to develop and thrive. Topics covered in this book include how our minds grow in specific ways at every age, and how the brain responds to enriching stimulation; the ways in which actions, sensations, and memories shape the function and anatomy of the brain; and prenatal stimulation. Creative tools for developing and expanding children's minds are provided, as are enrichment programs for babies, toddlers, preschoolers, grade-school children, and teenagers. In addition, a resource guide is included, containing related books, products, organizations, websites, and learning centers. (from the publicity materials) This book presents cutting-edge scientific findings on children's brain development, and the important roles of enrichment and stimulation, and renders them understandable and relevant to parents and teachers. |
| Dickinson, David K.; Tabors, Patton O. | 2002 | Fostering language and literacy in classrooms and homes | YC Young Children, v. 57 no2 (March 2002) p. 10-18. | Part of a special section on supporting children's language learning. A study examined parents' and teachers' support of language development in young children from low-income families. Data were obtained from 74 children in Massachusetts who were participants in the Home-School Study of Language and Literacy Development. Results revealed that dimensions of children's experiences during the preschool and kindergarten years both at home and at school that were related to later literacy success were exposure to varied vocabulary, opportunities to be part of conversations that used extended discourse, and environments that were cognitively and linguistically stimulating. Further results relating to home and school activities that supported language development and their benefits are presented, and implications of the results for policymakers and preschool teachers are outlined. |
| Dishion, T.J., McCord, J., Poulin, F. | 1999 | When Interventions Harm: Peer Groups and Problem Behavior | American Psychologist, 54(9) | This article explored developmental and intervention evidence relevant to iatrogenic effects in peer-group interventions. Longitudinal research revealed that "deviancy training" within adolescent friendships predicts increases in delinquency, substance use, violence, and adult maladjustment. Moreover, findings from 2 experimentally controlled intervention studies suggested that peer-group interventions increase adolescent problem behavior and negative life outcomes in adulthood, compared with control youth. The data from both experimental studies suggested that high-risk youth are particularly vulnerable to peer aggregations, compared with low-risk youth. The authors proposed that peer aggregation during early adolescence, under some circumstances, inadvertently reinforces problem behavior. Two developmental processes are discussed that might account for the powerful iatrogenic effects. |
| Domitrovich, Celene E.; Gest, Scott D.; Gill, Sukhdeep; Bierman, Karen L.; Welsh, Janet A.; Jones, Damon; | 2009 | Fostering High-Quality Teaching With an Enriched Curriculum and Professional Development Support : The Head Start REDI Program. | American Educational Research Journal; Jun2009, Vol. 46 Issue 2, p567-597. | This randomized controlled trial tested whether teaching quality in Head Start classrooms could be improved with the addition of evidence-based curriculum components targeting emergent language or literacy and social-emotional development and the provision of associated professional development support. Participants were lead and assistant teachers in 44 Head Start classrooms. Teachers received 4 days of workshop training along with weekly in-class support from a mentor teacher. End-of-year observations indicated that compared with the control group, intervention teachers talked with children more frequently and in more cognitively complex ways, established a more positive classroom climate, and used more preventive behavior-management strategies. Results supported the conclusion that enriched curriculum components and professional development support can produce improvements in multiple domains of teaching quality. |

| Author | Year | Document Title | Source | Abstract |
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| Dunn, Loraine; Beach, Sara Ann; Kontos, Susan | 1994 | Quality of the literacy environment in day care and children's development. | Journal of Research in Childhood Education, Vol 9(1), Fal-Win, 1994. pp. 24-34. | Observed 30 community-based day care classrooms to determine the impact of environment on children's cognitive (CDV) and language development (LDV). Information was obtained from 30 teachers, 60 of their full-time students (aged 36–60 mo), and 57 families of students. Assessments focused on center and teacher characteristics; day care quality, as measured by the Early Childhood Environment Rating Scale; promotion of literacy; and children's LDV and CDV, as measured by a teacher rating scale and the Preschool Inventory—Revised Edition, respectively. Center environments were impoverished in terms of literacy quality. Settings of higher day care quality had classroom environments that were higher in literacy quality. Day care quality and classroom environment affected children's LDV but not their CDV. |
| Egeland, Byron; Englund, Michelle M.; Luckner, Amy E.; Whaley, Gloria J. L. | 2004 | Children's achievement in early elementary school: Longitudinal effects of parental involvement, expectations, and quality of assistance | Journal of Educational Psychology, Volume 96, Issue 4, December 2004, Pages 723-730 | A longitudinal study exploring the relationship between children's academic achievement and parents' involvement in their children's school experience, their expectations regarding their children's achievement, and quality of instruction prior - In this prospective, longitudinal study, the authors examined the relations among parental behaviors, parental expectations, and children's academic achievement. Participants were 187 low-income children and their mothers, studied from birth of the child through 3rd grade. Mothers' quality of instruction prior to school entry had significant direct effects on IQ and indirect effects on achievement in 1st and 3rd grades. Parental expectations in 3rd grade had significant direct effects on parental involvement in 3rd grade. Children's achievement in 1st grade had significant direct effects on parental involvement and expectations in 3rd grade. Parental involvement in 3rd grade had a significant direct effect on achievement in 3rd grade. Results suggest that early parenting factors are important for children's academic achievement. |
| Elicker, James; Fortner-Wood, Cheryl Ann | 1995 | Adult-child relationships in early childhood programs | Young Children, v51 n1 p69-78 Nov 1995 | Focuses on the nature and impact of adult-child relationships in early childhood education. Relationships based on mutual goals and expectations; Relationship that produce emotions, thoughts and special meanings; Teachers as attachment figures; Variations in adult-child relationships; Factors influencing the quality of adult-child relationships. |
| Elkins, W.L., Cohen, D.A., Koralewicz, L.M., Taylor, S.N. | 2004 | After school activities, overweight, and obesity among inner city youth | Journal of Adolescence 27 (2004) 181–189 | The study examined the association of adolescent obesity with participation in sports among 5489 low-income, inner city public high school students. Among inner city youth 28.5% of males and 33.7% of females re overweight and 15.9% of boys and 16.4% of girls were obese. For both males and females, participation in an increasing number of athletic activities was associated with lower (body mass index) BMI after controlling for age, grade, and playing football. While youth with lower BMI might be more likely to participate in sports, after school sports are a potential opportunity for prevention of obesity in adolescents. |
| Erickson, Lance | | Informal Mentors and Trajectories of Antisocial Behaviors. | Conference Papers -- American Sociological Association; 2006 Annual Meeting, Montreal | Mentors, or influential non-parental adults, are beginning to receive more attention in studies of adolescence and young adulthood, though empirical studies are often limited by their dependence on small cross-sectional samples of at-risk youth. This paper contributes to knowledge of informal mentors by using a nationally representative sample of youth, The National Longitudinal Study of Adolescent Health (Add Health). A longitudinal group-based trajectory analysis suggested four patterns of adolescent antisocial behavior were present across the study period (age 12 - 25) including Low, Moderate Desistance, High Desistance, and Increasing. Informal mentors, specifically relatives and teachers were more likely among youth who never engaged in antisocial behaviors while community and friend mentors were likely among those who followed desistance paths. Instrumental support from a mentor was key in facilitating desistance. Young people who felt close to their mentor were also less likely to engage in antisocial behaviors. (Unpublished Manuscript.) |

| Author | Year | Document Title | Source | Abstract |
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| Franklin, Sandra Putnam, Ed. | 1996 | Early Childhood Care and Education: Working Together To Meet Family Needs. | Massachusetts Department of Education, 350 Main Street, Malden, MA 02148-5023 (Publication No. 17804-30-500-2/96-DOE). Tel: 617-388-3300. | This report presents the fourth study conducted by the Massachusetts Early Childhood Advisory Council since its inception in 1985, an investigation focusing on how interagency collaboration occurs in local early childhood programs in Massachusetts and whether mandating interagency councils is effective in promoting collaboration. The report also examines philosophical issues related to collaboration through a review of extant research. Based partially on the findings of surveys examining the degree and quality of interagency collaboration, six communities were selected for in-depth study using ethnographic methods. Teams of two interviewers visited each site, interviewing individuals involved in the collaborative effort and attending advisory council meetings. Each team compiled a report and met with the Future Trends Subcommittee to examine findings. The case studies in this report characterize the cultures of the six communities as bureaucratic, entrepreneurial, communal, or paternalistic. |
| Georgiou, Stelios; Demetriou, Andreas; Stavrinides, Panayiotis | 2008 | Attachment style and mentoring relationships in adolescence. | Educational Psychology; Oct2008, Vol. 28 Issue 6, p603-614 | This study examined the relationship between adolescents' attachment style and their decision to enter mentoring relationships. The participants were 569 Greek Cypriot high school students. It was found that adolescents who have a mentor are more secure in their attachment than those who do not. Girls with low scores in secure attachment do not enter easily into mentoring relationships. Older adolescents are more anxious in their attachments, probably because they can better appreciate the possible difficulties if something goes wrong; thus, they are more reluctant to take the risk of starting a mentoring relationship than younger students. Furthermore, secure attachment was found to be positively correlated to the perceived impact of the whole experience: the more secure the attachment, the stronger the mentoring bond seems to be. |
| Gullo, Dominic F. | 2006 | Alternative Means of Assessing Children's Learning in Early Childhood Classrooms | Chapter 24 from *Handbook of Research on the Education of Young Children Second Edition*(Eds. Spodek, Bernard; Saracho, Olivia); Lawrence Erlbaum Associates, Inc. | Authors conclude that evident the information, ideas, and research presented in this chapter is that assessment in early childhood education should ideally flow out of, if not become integrated within curriculum and instructional practices. Assessment should serve the teacher as well as the learner by being sensitive to the individual manner in which children learn and develop and the manner each child negotiates the challenges of the curriculum requirements. In addition, assessment should be sensitive to the cultural and linguistic diversity of the children that are present in early childhood programs today. Assessment also should be the driving force for modification of the curriculum in order to meet children's individual needs. |
| Halpern, R. | 2000 | The Promise of After-School Programs for Low-Income Children | Early Childhood Research Quarterly, 15, No. 2, 185–214. | This article draws on the findings from the evaluation of a three-city after-school initiative, as well as the general literature, to examine the field of after-school programs, focusing on those programs serving low-income children. A brief history of these programs is presented exploring the rationales for them in the circumstances of low-income children; a current profile of this field of services is provided; the major tensions in and challenges facing the field are discussed; and recommendations for facing those challenges are offered. The article argues for the expectations of after-school programs for low-income children to be kept modest, commensurate with both their modest means (i.e., limited resources and largely nonprofessional workforce) and distinct role in children's lives. |

| Author | Year | Document Title | Source | Abstract |
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| Harford, MacRuairc, Gerry | 2008 | Engaging student teachers in meaningful reflective practice | Teaching & Teacher Education; Oct2008, Vol. 24 Issue 7, p1884-1892. | This paper examines the use of peer-videoing in the classroom as a tool to promote reflective practice among student teachers. Twenty pre-service teachers from a variety of subject disciplines participating in a Post-Graduate Diploma in Education programme in an Irish university participated in the study. The practice of encouraging student teachers working in the same school to participate in structured video analysis avoids the impact of external observers whose role is largely evaluative and endorses a collaborative model that promotes dialogue and shared learning. This practice promotes a culture of observation and critical dialogue in a profession which has traditionally been characterised by isolation, while at the same time fostering and validating the voice and experience of the student teacher. Locating the discussion within the framework of the theoretical literature on reflective practice, the purpose of this paper is to contribute to the international debate over best practice in supporting, encouraging and scaffolding reflective practice. It comments on the implications of reflective dialogue for the modernisation of teacher education and offers guidelines on how best to scaffold and promote reflectivity. |
| Howes, Carollee; James, Jolena; Ritchie, Sharon | 2003 | Pathways to Effective Teaching | Early Childhood Research Quarterly, Vol 18(1), Spr, 2003, pp. 104-120 | A brief narrative description of the journal article, document, or resource. Examined pathways to effective teaching among African-American and Latino early childhood teachers serving low-income children. Found that after controlling for formal education, responsive involvement in the field could be predicted by a teacher's staying in the field for the community, being mentored, and being supervised. Engaging in language play was predicted by formal education and being supervised; language arts activities, by formal education and being mentored and supervised. |
| Howes, C., , E. | 1998 | Child Care Caregiver Sensitivity and Attachment | Social Development, Vol 7, Iss 1, 1998, p25-36 | Changes in child care givers' sensitivity and in children's attachment security were examined in three studies. Study one involved 55 children enrolled in community based child care. There was no intervention in these sites. Caregiver responsive involvement and children's attachment security did not changes over time or when children changed care givers. Study two involved 71 toddle age children in family child care homes. The care givers of these children were enrolled in a family child care training project. Six months after the training, security scores increased and caregivers of children who became more secure or remained secure were more sensitive following training. Study three involved 36 children enrolled in centre-based child care. Children were observed before and after selective staff replacement and in-service training to increase caregiver sensitivity. Six months following intervention security scores increased and caregivers of children who became secure or remained secure were more sensitive following training. |
| Huang, Denise; Cho, Jamie; Sima, Mostafavi; Nam, Hannah H.; Oh, Christine; Harven, Aletha; Leon, Seth | 2010 | What Works? Common Practices in High Functioning Afterschool Programs across the Nation in Math, Reading, Science, Arts, Technology, and Homework--A Study by the National Partnership. The Afterschool Program Assessment Guide. | National Center for Research on Evaluation, Standards, and Student Testing (CRESST). | In an effort to identify and incorporate exemplary practices into existing and future afterschool programs, the U.S. Department of Education commissioned a large-scale evaluation of the 21st Century Community Learning Center (CCLC) program. The purpose of this evaluation project was to develop resources and professional development that addresses issues relating to the establishment and sustainability of afterschool programs. Fifty-three high functioning programs representative across eight regional divisions of the nation, including rural and urban programs, community-based and school district related programs, were identified using rigorous methods. Exemplary practices in program organization, program structure, and especially in content delivery were studied. The findings were synthesized into the Afterschool Toolkit that was made available to programs nationwide via the world-wide-web. Professional development was conducted consistently and extensively throughout the nation. |

| Author | Year | Document Title | Source | Abstract |
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| Hurd, Noelle; Zimmerman, Marc | 2010 | Natural Mentors, Mental Health, and Risk Behaviors: A Longitudinal Analysis of African American Adolescents Transitioning into Adulthood. | American Journal of Community Psychology; Sep2010, Vol. 46 Issue 1/2, p36-48, | This study tested whether having a natural mentor affected the growth trajectory of health outcomes among adolescents transitioning into adulthood (5 years post-high school). Participants in this study included 615 African American emerging adults. Outcomes assessed in this study included depressive symptoms, sexual risk behavior, and substance use. It was hypothesized that participants who possessed natural mentors would demonstrate greater declines over time across all outcome variables in comparison to their counterparts who did not possess natural mentors. Hierarchical Linear Modeling was used to find that having a natural mentor was related to less depressive symptoms and less sexual risk behavior over time. The results suggest that natural mentors may protect youth from the negative outcomes associated with the risks they face. Implications of the results for prevention are discussed. |
| Jinnah, Hamida Amirali; Walters, Lynda Henley | 2008 | Including Parents in Evaluation of a Child Development Program-Relevance of Parental Involvement | Early Childhood Research & Practice (ECRP); Mar2008, Vol. 10 Issue 1, p1-1. | Program evaluation practices in early childhood care and education have been underdeveloped compared to the larger field of educational evaluation. The inclination not to include parental views in evaluation is mainly a result of the problem of positive response bias. Researchers who study client satisfaction with educational or child care programs find that parental satisfaction ratings are mostly positive. This study helps address the problem by considering the influence of parental involvement and underscores the importance of considering parental satisfaction ratings in program evaluation. Purposive sampling was used. Parents of children in a child development program were given questionnaires assessing parental satisfaction with the program and their perceived involvement in the program. Regression analysis revealed that parental involvement positively predicted a parent's level of satisfaction with the program. To explore the specific areas of satisfaction in greater depth, cluster analysis was used to identify two distinct groups of parents based on their involvement. The differences and similarities between clusters are discussed. Results have implications for researchers, practitioners, administrators, and policy makers. |
| Kahn, Ruth; Stemler, Steven; Berchin-Weiss, Janice | 2009 | Enhancing Parent Participation in Early Intervention Through Tools That Support Mediated Learning. | Journal of Cognitive Education & Psychology; 2009, Vol. 8 Issue 3, p269-287 | The Ready to Learn parent-infant education program of the Lexington School for the Deaf in New York is a family-centered early intervention program. The staff used two new measurement instruments to scaffold their efforts to establish a collaborative relationship with parents who represent a variety of cultures and socioeconomic levels. The results demonstrate that these instruments can effectively measure changes in parents' interactive behavior with teachers and with their children, as well as their active participation as mediators of their children's learning opportunities over time. Specifically, the results indicate that parents contributed to setting goals for their children and the domains of the goals were consistent with the cognitive and family-centered focus of the program. Further, parents made significant gains in their ability to share information with staff, address their children's hearing and communication needs, participate in meetings, and collaborate during assessment and team meetings over time. |
| Karcher, Michael | 2009 | Increases in Academic Connectedness and Self-Esteem Among High School Students Who Serve as Cross-Age Peer Mentors. | Professional School Counseling; Apr2009, Vol. 12 Issue 4, p292-299 | Cross-age mentoring programs are peer helping programs in which high school students serve as mentors to younger children. The study in this article compared fall-to-spring changes on connectedness, attachment, and self-esteem between 46 teen mentors and 45 comparison classmates. Results revealed an association between serving as a cross-age peer mentor and improvements on academic self-esteem and connectedness. The American School Counselor Association regards coordinating a peer helping program as an appropriate activity for school counselors; this study supports this position. [Abstract From Author] |

| Author | Year | Document Title | Source | Abstract |
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| Karen Taylor and Donna Bryant | 2002 | Demonstrating Effective Child Care Quality Improvement | http://www.fpg.unc.edu/smartstart/ | Research shows that child care quality is related to children's readiness to succeed in kindergarten. Accordingly, local Smart Start partnerships have designed and implemented a variety of quality improvement initiatives for child care centers and family child care homes. Several partnerships have made remarkable progress, in spite of the fact that the literature provides little guidance as to which types of technical assistance (TA) activities might work best for which types of programs. This report describes the strategies and activities that 12 highly successful partnerships have used to significantly improve the number of high quality child care programs in their county or region. Through 37 interviews with key participants in these partnerships, it was discovered that key factors repeatedly mentioned were: strong leadership; strategic planning for a system of quality improvement programs; support for the education and professional development of the work force; financial rewards for higher education and improved quality; on-site, customized technical assistance; and effective collaborations with multiple community agencies. |
| Koh, Serene; Neuman, Susan B. | 2009 | The Impact of Professional Development in Family Child Care: A Practice-Based Approach | Early Education and Development, v20 n3 p537-562 2009. 26 pp. | The purpose of this mixed methods study was to examine the efficacy of a practice-based approach to professional development for family child care providers working in low-income communities. This approach included a literacy coaching component that anchors knowledge in practice. One hundred and twenty-eight family child care providers were randomly assigned to three groups: a language and literacy course plus coaching, the course only, and control. Quantitative results revealed that providers who received the course plus coaching experienced statistically and educationally significant improvements in their literacy practice compared to the other two groups. Qualitative data described specific areas in early literacy that were improved as a result of this professional development intervention. Practice or Policy: Implications of these findings for child care policy and professional development programs for family child care providers are discussed. |
| Lahaie, Claudia | 2008 | School Readiness of Children of Immigrants -Does Parental Involvement Play a Role | Social Science Quarterly (Blackwell Publishing Limited); Sep2008, Vol. 89 Issue 3, p684-705 | Objectives. Using data from the Early Childhood Longitudinal Survey—Kindergarten Cohort, this article analyzes the link between parental involvement and the school readiness of children of immigrants. Methods. Multivariate regression models estimate the association between parental involvement and the school readiness in English proficiency and math scores of children of immigrants. They also estimate the impact of this association on the gap in math scores between children of immigrants and children of natives. Results. Results demonstrate that parental involvement is associated with an increase in the level of English proficiency for children of immigrants. Parental involvement also is associated with a decrease in the gap in math scores between immigrant children from English- and non-English-speaking backgrounds. Parental involvement decreases the gap in math scores between children of immigrants and children of the native born by a third of a standard deviation. Conclusion. Given that parental involvement appears to benefit children of immigrants and given that they have lower academic achievement than children of the native born, these findings suggest that parental involvement policies and practices targeting children of immigrants could help decrease the academic achievement gap between children of immigrants and children of the native born. |

| Author | Year | Document Title | Source | Abstract |
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| Larose, Simon; Cyrenne, Diane; Garceau, Odette; Brodeur, Pascale; Tarabulsy, George M.; | 2010 | The structure of effective academic mentoring in late adolescence. | New Directions for Youth Development; Summer2010, Vol. 2010 Issue 126, p123-140 | This chapter reports findings from the evaluation of an academic mentoring program for late adolescents that highlight the role of exposition to structured activities and mentors' use of some behavioral strategies. Specifically, different types of interactions in mentoring (such as discussing personal projects, resolving academic problems, and participating in social activities) and different mentors' behaviors (such as emotional involvement, directivity, and reciprocity) were examined in relation to the quality of the mentoring relationship and mentees' adjustment at the end of the program. The findings generally support the initial assumption. Mentoring that focused more on activities produced significant and positive effects on mentee adjustment, whereas mentoring that focused almost exclusively on problem solving or mostly involved open discussion did not produce significant effects. Findings also indicate that mentors who expressed some directivity coupled with high emotional involvement and reciprocity were more likely to connect with their mentees and improve their academic adjustment. |
| Little, C.A and Hines, A.H. | 2006 | Time to Read: Advancing Reading Achievement After School | Journal of Advanced Academics, 18(1): 8-33 | Out-of-school programs provide a context for enriching academic experiences. This study describes a 12-week after-school reading program, Project Expanding Horizons, which is based on the Schoolwide Enrichmen Model-Reading (SEM-R) framework. SEM-R has three phases: exposure, supported independent reading, and choice. The exposure phase is designed to broaden students' literature experiences through short read alouds. During the next phase, supported independent reading, teachers circulate and hold conferences with students as they read independently from self-selected books. Teachers give guidance to students in selecting books of appropriate challenge during this phase and promote thinking about reading through questioning and discussion. Finally, during the last stage, teachers give students a choice of a variety of activities related to their reading. The program provided wide exposure to books and emphasized individually challenging reading, including a specific focus on meeting the needs of advanced readers. In this study, the participants included 155 students in grades 3–6 from 3 demographically diverse districts. Average weekly gain scores in reading fluency were compared to grade-level national norms. Third and fifth graders showed statistically significantly higher gain scores than the national sample; fourth and sixth graders did not. These results suggest that participation in the after-school program may have contributed additional support to students' growth in reading achievement over the course of 12 weeks. Further analyses indicated similar gain scores across subgroups by gender, district, and entry reading level. Thus, this program shows potential benefits for both low-ability and high-ability readers. |
| Liz Brooker, Martin Woodhead (Eds) | 2008 | Developing Positive Identities | Developing Positive Identities; Milton Keynes, UK; The Hague, Netherlands: Child and Youth Studies Group; Bernard van Leer Foundation, 36 p.; 2008 | This issue of Early Childhood in Focus builds on theory and evidence about what makes for positive identity, how it can be affected by adversities, social exclusion and discrimination, and how young children's resilience can be promoted. The objective of this series is to provide reviews of recent research, information, and analysis on the Bernard van Leer Foundation's key policy issues on early childhood. It also aims to strengthen the care environment, successful transitions, and social inclusion and respect for diversity of children. This issue contains sections on the following three topics, the right to identity and the development of identity, developing positive identities and identities, friendships, and peer cultures. |

| Author | Year | Document Title | Source | Abstract |
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| Lyon, Aaron R.;Gershenson, Rachel A.; Farahmand, Farahnaz K.; Thaxter, Peter J.; Behling, Steven; Budd, Karen | 2009 | Effectiveness of Teacher-Child Interaction Training (TCIT) in a Preschool Setting. | Behavior Modification; Nov2009, Vol. 33 Issue 6, p855-884. | This research addressed the need for trained child care staff to support optimal early social-emotional development in urban, low-income, ethnic minority children. The authors evaluated effectiveness of Teacher-Child Interaction Training (TCIT), an approach adapted from Eyberg's Parent-Child Interaction Therapy (PCIT). TCIT focuses on increasing preschool teachers' positive attention skills and consistent discipline in order to enhance children's psychosocial functioning and prevent mental health problems. A total of 12 teachers participated in small-group workshop sessions with in vivo coaching on their use of skills in the classroom. A multiple-baseline design across four classrooms (3 teachers each) evaluated effects of training on teacher behaviors during weekly classroom observations. Findings indicated systematic increases in trained skills during intervention, and consumer evaluations showed that the training was rated positively. Our results suggest that TCIT is a promising approach for enhancing positive teacher-child interactions in a preschool setting and should receive further investigation. |
| Maher Ridley, Stephanie; McWilliam, R. | 2001 | Putting the Child Back into Child Care Quality Assessment. | Young Children; Jul2001, Vol. 56 Issue 4, p92-94. | The article presents information about various assessment tools for evaluating the effectiveness of early childhood education programs. Several assessment tools such as classroom observation are used by early childhood educators to evaluate the quality of classroom environment. Child care professionals keep all the records of improvements through the measure of group engagement. Group engagement can be measured by using a procedure known as Engagement Check II. It helps in determining number of children engaged at each observation and finally average engagement score for the classroom. Other useful assessment tools are: Infant/Toddler Environment Rating Scale, the Early Childhood Environment Rating Scale, and the Classroom Environment Scale. |
| Marcon, Rebecca A., | 1999 | Positive relationships between parent school involvement and public school inner-city preschoolers' development and academic performance | School Psychology Review, Vol 28(3), 1999. Special issue Beginning school ready to learn Parental involvement and effective educational programs. | Teacher ratings were used to identify the extent of parent involvement for 3 cohorts of predominantly low-income, urban 4-yr-olds (N = 708) attending public prekindergarten or Head Start programs. The classroom edition of the Vineland Adaptive Behavior Scales was used to measure preschoolers' language, self-help, social, motor, and adaptive development. Mastery of early basic school skills was measured by the school district's Early Childhood Progress Report. Increased parent school involvement and more active types of parent involvement were both associated with more positive development in all Vineland domains and greater mastery of early basic school skills in all subject areas. Although girls outperformed boys in all measures except 4 Vineland subdomains (expressive language, domestic skills, play and leisure, and gross motor skills), increased parent school involvement was associated with especially positive development and academic performance in preschool boys. Previous research had not identified a differential relationship between parent involvement and outcomes for preschool boys and girls. |
| Margaret Burchinal, Nathan Vandergrift, Robert Pianta, Andrew Mashburn | 2010 | Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. | Early Childhood Research Quarterly; Jun2010, Vol. 25 Issue 2, p166-176. | Over the past five decades, the federal government and most states have invested heavily in providing publicly-funded child care and early education opportunities for 3- and 4-year-old children from low-income families. Policy makers and parents want to identify the level or threshold in quality of teacher–child interaction and intentional instruction related to better child outcomes to most efficiently use child care to improve school readiness. Academic and social outcomes for children from low-income families were predicted from measures of teacher–child interactions and instructional quality in a spline regression analysis of data from an 11-state pre-kindergarten evaluation. Findings suggested that the quality of teacher–child interactions was a stronger predictor of higher social competence and lower levels of behavior problems in higher than in lower quality classrooms. Further, findings suggested that quality of instruction was related to language, read and math skills more strongly. |

| Author | Year | Document Title | Source | Abstract |
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| Mashburn, Andrew J.; Pianta, Robert C.; Hamre, Bridget K.; Downer, Jason T; Barbarin, Oscar A.; Bryant, Donna; Burchinal, Margaret; Early, Diane M.; Howes, Carollee | 2008 | Measures of Classroom Quality in Prekindergarten and Children's Development of Academic, Language, and Social Skills | Child Development; Vol 79, Issue 3, pp 732-749, May/June 2008. | This study examined development of academic, language, and social skills among 4-year-olds in publicly supported prekindergarten (pre-K) programs in relation to 3 methods of measuring pre-K quality, which are as follows: (a) adherence to 9 standards of quality related to program infrastructure and design, (b) observations of the overall quality of classroom environments, and (c) observations of teachers' emotional and instructional interactions with children in classrooms. Participants were 2,439 children enrolled in 671 pre-K classrooms in 11 states. Adjusting for prior skill levels, child and family characteristics, program characteristics, and state, teachers' instructional interactions predicted academic and language skills and teachers' emotional interactions predicted teacher-reported social skills. Findings suggest that policies, program development, and professional development efforts that improve teacher–child interactions can facilitate children's school readiness. |
| Maude, Susan; Catlett, Camille; Moore, Susan; Sánchez, Sylvia Y.; Thorp, Eva K.; Corso, Rob | 2010 | Infusing Diversity Constructs in Pre service Teacher: Preparation The Impact of a Systematic Faculty Development Strategy. | Infants & Young Children: An Interdisciplinary Journal of Special Care Practices; Apr-Jun2010, Vol. 23 Issue 2, p103. | The article discusses the Crosswalks Intervention, a U.S. Department of Education-funded program which created a faculty development strategy aimed at making early childhood pre service programs more culturally and linguistically diverse. The author notes that as the U.S. becomes more ethnically and culturally diverse faculty training programs need to ensure that educators can work effectively with children from different cultures and backgrounds. Evidence-based practices were used to create the educational content of the Crosswalks Intervention and the evaluation tools used to assess the program's effectiveness. Participants in the program reported a significant change in their cultural knowledge and their ability to incorporate it into their educational practice. |
| McConnell, Scott R.; McEvoy, Mary A.; Priest, Jeffrey S. | 2003 | "Growing" Measures for Monitoring Progress in Early Childhood Education: A Research and Development Process for Individual Growth and Development Indicators. | Assessment for Effective Intervention, v27 n4 p3-14 Sum 2002. | This article provides a brief overview of general outcome measurement and its potential for assessment of continuous progress in early childhood education. It describes an eight-step research and development process for the generating and evaluating of individual growth and development indicators. These indicators are adaptable across children, programs, and purposes. |
| McFarland, Laura; Saunders, Rachel; Allen, Sydnye | 2009 | Reflective Practice and Self-Evaluation in Learning Positive Guidance: Experiences of Early Childhood Practicum Students | Early Childhood Education Journal, v36 n6 p505-511 Jun 2009. 7 pp. | This paper examines the role of self-reflection and self-evaluation in early childhood practicum students' development of positive guidance skills with children. The study examined how helpful students find self-reflection and self-evaluation exercises and how their thoroughness of reflection relates to their progress in acquiring positive guidance skills. Self-reflection also plays a role in students' attitudes towards positive guidance and their confidence in using guidance skills. This paper explores the extent to which reflection and evaluation affect the attitudes and confidence of future early childhood educators, which could have an impact on the children and families they work with. Participants were 63 university students (60 female and 3 male) in their junior or senior years in a Human Development and Family Sciences undergraduate program at a university in the southern region of the United States. They were enrolled in an undergraduate class focused on learning "positive guidance" interaction skills and classroom management with young children. Students generally found the self-ratings and goal setting helpful in learning guidance skills. The study did not find that thoroughness of self-reflection was related to guidance skills or amount of improvement. There were three groups of students in regards to self-evaluation and supervisor evaluation: those who initially overinflate their abilities, those who initially underinflate their abilities, and those who evaluate themselves consistently |

| Author | Year | Document Title | Source | Abstract |
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| McLean, Mary E.; Odom, Samuel L. | 1993 | Practices for young children with and without disabilities: A comparison of DEC and NAEYC identified practices | Publisher: Pro-Ed (Firm)<br>Topics in Early Childhood Special Education<br>Volume: 13<br>Issue Number: 3<br>Page Range: 274-292 | A comparison of best practices in early childhood special education accepted by the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Task Force on Recommended Practices |
| Meisels, Samuel J. | 1995 | Performance Assessment in Early Childhood Education: The Work Sampling System. | ERIC Educational Reports, May 01, 1995 | Performance assessment offers an approach to assessment different from that of group-administered standardized tests by documenting activities in which children engage on a daily basis. Flexible enough to reflect individual academic achievement and designed to evaluate elements of learning not captured by standardized tests, the Work Sampling System offers an exemplar of how performance assessment works in early childhood and the primary years. This system assesses and documents children's skills, knowledge, behavior, and accomplishments across a variety of education domains and as manifested on multiple occasions. It consists of three components: (1) developmental guidelines and checklists; (2) portfolios; and (3) summary reports. The developmental guidelines and checklists assist teachers in observing and documenting children's progress across seven domains of development. These domains are divided into functional components, each of which contains performance indicators that represent important skills, knowledge, behaviors, and accomplishments. The guidelines that accompany the checklists make the process of observation more reliable and consistent. The checklists and guidelines create a profile of children's individualized progress. Portfolios, which are collections of children's work, provide a rich documentation of each child's experiences throughout the year. In the Work Sampling System, portfolio collections are based on two types of work: core items, which represent a particular area of learning within a single domain; and individualized items, which offer examples of children's work across domains. Summary reports, completed three times a year, consist of performance and progress ratings in each domain, and teachers' reflections and comments about the child's development. They are a means of translating the information in the checklists and portfolios into a more easily understood document for parents, teachers, and administrators. |
| Mezey, Jennifer; Neas, Katherine; Irish, Kate | 2003 | Coming together for children with disabilities: State collaboration to support quality, inclusive child care | Center for Law and Social Policy; National Easter Seal Society (U.S.) Washington, DC: Center for Law and Social Policy | A study of state policies which would provide special education and early intervention services to low-income children with disabilities in child care programs. |
| Miedel, Wendy T.; Reynolds, Arthur J. | 1999 | Parent involvement in early intervention for disadvantaged children: Does it matter? | Journal of School Psychology, Volume 37, Issue 4, Winter 1999, Pages 379-402 | A study of parental involvement in early intervention curricula, such as participation in activities in their children's preschool and kindergarten classes and the frequency of their participation, and their children's later school competence - Studies the association between parent involvement in early intervention and children's later school competence. Results indicated that even after controlling for family background, the number of activities in which parents participated in preschool and kindergarten was significantly associated with higher reading achievement, with lower rates of grade retention at age 14, and with fewer years in special education. |

| Author | Year | Document Title | Source | Abstract |
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| Mohler, Geri Marshall; Yun, Kimo Ah; Carter, Amy; Kasak, Deb | 2009 | The Effect of Curriculum, Coaching, and Professional Development on Prekindergarten Children's Literacy Achievement | Journal of Early Childhood Teacher Education, v30 n1 p49-68 Jan 2009. 20 pp. | Disadvantaged children—those in poverty, minorities, or whose first language is not English—often come to kindergarten several years behind their more advantaged peers, especially in the areas of literacy and oral language development. A logical place to begin making a difference in children's literate lives is in the years before kindergarten. This study empirically assessed one community's efforts to close this gap for its youngest children. Over a 3-year period, a grassroots venture consisting of business, university and public school personnel provided teachers in 22 California state preschool classrooms with a literacy-rich curriculum, weekly support from a literacy coach and professional development on early literacy acquisition and instruction. Baseline scores collected the year prior to the implementation of this project were compared to end-of-year scores for two experimental condition cohort groups (Year 1 and Year 2 of the project). These data reveal that children exposed to the literacy curriculum and coaching model significantly outperformed the children in the baseline condition for most of the literacy outcome subtest measures. Teacher ratings on child development literacy measures also showed a majority of the experimental condition students had improved significantly by the end of the year. Furthermore, significant differences were also found when 103 children from Year 1 of the project were followed through kindergarten and compared to 665 control children on end-of-year literacy assessments. Implications for early childhood teacher preparation based on these results are discussed. |
| Moller, Arlen; Deci, Edward; Ryan, Richard M. | 2006 | Choice and Ego-Depletion- The Moderating Role of Autonomy. | Personality & Social Psychology Bulletin; Aug2006, Vol. 32 Issue 8, p1024-1036. | The self-regulatory strength model maintains that all acts of self- regulation, self-control, and choice result in a state of fatigue called ego-depletion. Self-determination theory differentiates between autonomous regulation and controlled regulation. Because making decisions represents one instance of self-regulation, the authors also differentiate between autonomous choice and controlled choice. Three experiments support the hypothesis that whereas conditions representing controlled choice would be ego-depleting, conditions that represented autonomous choice would not. In Experiment 3, the authors found significant mediation by perceived self-determination of the relation between the choice condition (autonomous vs. controlled) and ego-depletion as measured by performance. |
| Moon, Kyunghee Reifel, Stuart | 2008 | Play and Literacy Learning in a Diverse Language Pre-kindergarten Classroom | Contemporary Issues in Early Childhood Vol 9(1) pp.532-566. | This study explores a teacher's understandings of the role of play and her use of play in literacy learning serving children from diverse language backgrounds. The participants in this study were a public pre-kindergarten teacher and her class. Data were collected from interviews, informal conversations, observations, and self-reflexive notes. The teacher believed that play, as she defined it, has an important role in children's literacy learning and development, and she used playful activities (concrete, manipulative, fun, hands-on, and creative activities, including games) as potential teaching and learning mediums for literacy learning, within her own unique understanding and use of play. Implications for understanding multicultural and developmentally appropriate literacy practices are discussed in terms of teacher beliefs and understandings. |

| Author | Year | Document Title | Source | Abstract |
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| Neuman, Susan B., Cunningham, Linda | 2009 | The impact of professional development and coaching on early language and literacy instructional practices. | American Educational Research Journal, Vol 46(2), Jun, 2009. pp. 532-566. | This study examines the impact of professional development on teacher knowledge and quality early language and literacy practices in center- and home-based care settings. Participants from 291 sites (177 centers; 114 home-based) in four cities were randomly selected to: Group 1, 3-credit course in early language and literacy; Group 2, course plus ongoing coaching; Group 3, control group. Analysis of covariance indicated no significant differences between groups on teacher knowledge. However, there were statistically significant improvements in language and literacy practices for teachers who received coursework plus coaching with substantial effect sizes for both center- and home-based providers. Professional development alone had negligible effects on improvements in quality practices. Coursework and coaching may represent a promising quality investment in early childhood. |
| NICHD | 2004 | Are Child Developmental Outcomes Related to Before- and After-School Care Arrangements? Results From the NICHD Study of Early Child Care | Child Development, January/February 2004, Volume 75, Number 1, Pages 280 – 295. | Data from the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care, a prospective, longitudinal study involving 933 children, were used to examine relations between cumulative participation in 5 types of out-of-school care (before- and after-school programs, extracurricular activities, sitters, fathers, and nonadult care) and child developmental outcomes in the latter part of first grade (approximately age 7 years). Children who consistently participated in extracurricular activities during kindergarten and first grade obtained higher standardized test scores than children who did not consistently participate in these activities, controlling for child and family factors and children's prior functioning. Participation in other types of out-of-school care was not associated with child functioning in first grade when background factors were controlled. |
| Nicholson, H.J., Collins, C., and Holmer, H. | 2004 | Youth as people: the protective aspects of youth development in after-school settings | Annals, AAPSS, 591 | Youth development organizations have a common commitment to young people's physical, emotional, and educational growth and development. A youth-centered atmosphere where young people feel supported and empowered by the community distinguishes successful programs from others that approach programming without considering young people the most important stakeholders. Programs serve youth best when the environments in which they function are intentionally inclusive, multicultural, and systematically nondiscriminatory. A safe and supportive place in which to develop an identity and confront the tough issues and extraordinary pressures of growing up is at the core of youth development environments that make a real difference. Some of the best youth development programs also make the successful link between volunteerism and positive mental health and support the concept that community service is an important component of subsequent civic engagement. |
| Noaks, John; Noaks, Lesley | 2009 | School-based peer mediation as a strategy for social inclusion. | Pastoral Care in Education; Mar2009, Vol. 27 Issue 1, p53-61. | This paper focuses on the impact of peer mediation as a strategy for promoting social inclusion in primary school settings. Peer mediation constituted one of the interventions in the UK Government-sponsored On Track programme and evaluative data from this project are reported. The paper reports on trends in bullying and anti-social behaviour in nine schools where peer mediation was deployed. Quantitative results from 'My life in School' checklists and a questionnaire measuring teacher perceptions are reported. Qualitative evidence is also reported from focus groups undertaken with pupils. The benefits of mainstreaming and further dissemination of the approach are discussed. |

| Author | Year | Document Title | Source | Abstract |
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| Odom, Samuel L.; Strain, Phillip S. | 2002 | Evidence-Based Practice in Early Intervention/Early Childhood Special Education: Single-Subject Design Research. | Journal of Early Intervention, v25 n2 p151-60 Sum-Fall 2002. | This study examined the strength of evidence from single-subject research underlying the Council for Exceptional Children's Division of early Childhood Recommended Practices. A review of 184 articles (1990- 1998) found the literature provided positive, and in some cases very strong, evidence for the effectiveness of practices from the Child-Focused Strand of the DEC Recommended Practices. |
| O'Donnell, Nina Sazer; Galinsky, Ellen | 1998 | Measuring Progress and Results in Early Childhood System Development. | ISBN: 1-888324-12-1 Available on microfiche only Families and Work Institute, 330 Seventh Avenue, New York, NY 10001; phone: 212-465-2044; fax: 212-465-8637; World Wide Web: www.familiesandwork.org | In 1994, the state of Georgia adopted a model of education reform that defined new education goals and formalized a structure that involved state policymakers and local communities. The system operates on the premise that regular assessments of progress should drive innovations or strategies for achieving results. This guide presents an introduction to using benchmarks and indicators to measure educational progress and results in young children, based on the knowledge and experience of national experts and states and communities that are currently developing and using them. The sections of the guide address: (1) definitions of the benchmarks, indicators, and other results-based evaluation concepts and terms; (2) why states and communities are interested in measuring progress and results; (3) the importance of measuring progress and results; (4) principles for assessing progress and results; (5) advice on developing and using benchmarks and indicators; and (6) additional resources for more information about measuring progress and results |
| Patall, Erika A., Cooper, Harris, Robinson, | 2008 | The effects of choice on intrinsic motivation and related outcomes - A meta-analysis of research findings. | Psychological Bulletin, Vol 134(2), Mar, 2008. pp. 270-300. | A meta-analysis of 41 studies examined the effect of choice on intrinsic motivation and related outcomes in a variety of settings with both child and adult samples. Results indicated that providing choice enhanced intrinsic motivation, effort, task performance, and perceived competence, among other outcomes. Moderator tests revealed the effect of choice on intrinsic motivation was stronger (a) for instructionally irrelevant choices compared to choices made between activities, versions of a task, rewards, and instructionally relevant options, (b) when 2 to 4 successive choices were given, (c) when rewards were not given after the choice manipulation, (d) when participants given choice were compared to the most controlling forms of control groups, (e) for children compared to adults, (f) for designs that yoked choice and control conditions compared to matched designs in which choice was reduced or designs in which nonyoked, nonmatched controls were used, and (g) when the experiment was conducted in a laboratory embedded in a natural setting. Implications for future research and applications to real-world settings are discussed. |
| Phaneuf, Robin; Silberglitt, Benjamin | 2003 | Tracking Preschoolers' Language and Preliteracy Development Using a General Outcome Measurement System. | Topics in Early Childhood Special Education; Fall2003, Vol. 23 Issue 3, p114-123. | A general outcome measurement system designed for use in early childhood represents an alternative to current assessment practices. This article describes an application of a general outcome measurement system, Individual Growth and Development Indicators (IGDIs), with 68 preschool children attending early childhood programs in east-central Minnesota. IGDIs were administered on three occasions from January to May at four early childhood sites, with one site implementing an intervention after the second administration. Results indicated that the measures were easy to use; were efficient in administration, scoring, and data interpretation; and provided valuable information for making decisions about early childhood education and special education. Obtained rates of growth over time were similar to those for other applications of IGDIs and demonstrated some sensitivity to intervention. [Abstract From Author] |

| Author | Year | Document Title | Source | Abstract |
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| Pianta, Robert C. | 1997 | Adult-child processes and early schooling | Early Education and Development, 8(1), 11-26. | This paper highlights the importance of social processes in early school outcomes. Child-adult relationships are a social context with particular salience for the development of a number of social and academic outcomes in early childhood. Research on both child-parent and child-teacher relationships is reviewed. Measurement technologies are described and conceptual perspectives based on dyadic systems models are advanced as heuristics for future research. Practice implications are drawn with respect to assessment of relationships and implications for conceptualization of early childhood outcomes |
| Ray, Julie A. Pewitt-Kinder, Julia George, Suzanne | 2009 | Partnering with Families of Children with Special Needs. | YC: Young Children; Sep2009, Vol. 64 Issue 5, p16-22. | The article offers insights for early childhood educators to work with families of children with disabilities. It explores the stages of adjustments for parents with disabled children, and stresses the importance for educators to learn and participate in the development of the child's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). It notes the importance of ensuring a two-way communication between teachers and parents to work successfully with families of children with disabilities and to continue having a regular contact with them as well. It suggests the need for educators to familiarize particular diagnoses and to understand its nature to create a better environment for the child's learning. |
| Reid, K. | 2003 | An Evaluation of an Out-of-school hours learning project in South Wales | Mentoring & Tutoring, 11(3): 331-348. | In early 2002, the DfES announced that it intends to relax the National *Curriculum* for certain sections *of* the 14 to 19 years *school* age population to enable less able, disadvantaged and disaffected pupils to be allowed to spend more *time* on alternative and vocational *curriculum* initiatives. This article is one *of* the first to focus on a major *out-of-school*-hours learning scheme along the lines currently being predicated by the Government. Specifically, this article focuses on the evaluation *of* the Mountain Ash Partnership *Out-of-school*-hours Learning Project (MAP) from the pupils' perspective. The MAP Project was supported by a grant *of* £198,065 from the New Opportunities Fund over a three-year period between 1999 and 2002. Findings support the view that alternative *curriculum* schemes can significantly change and improve disadvantaged pupils' attitudes towards learning and the way they perceive their *schools*. |
| Reis-Jorge, Jose | 2007 | Teachers' conceptions of teacher-research and self-perceptions as enquiring practitioners--A longitudinal case study | Teaching and Teacher Education, v. 23 no4 (May 2007) p. 402-17. | Recognizing the importance teachers' own voices play in their own professional development, the case study reported in this paper aims to illuminate the role that formal instruction and immersion in research can play in shaping teachers' views of teacher-research and of themselves as future enquiring practitioners. The study was conducted with a group of nine overseas teachers attending a B.Ed. (Honours) degree in TEFL run by a higher education institution in Britain. Data were collected via questionnaires, semi-structured interviews and field notes from direct observation. Using a grounded theory methodology, the multiple sources of data were integrated into a theoretical model of ways of describing teacher research. The results of the study confirm previous assumptions that the highly-structured nature of the academic format of doing and reporting research may fall short of providing teachers with skills and tools for reflection that are easily transferable to practice. |

| Author | Year | Document Title | Source | Abstract |
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| Reynolds, Arthur J; Weissberg, Roger P; Kasprow, Welsey J | 1992 | Prediction of Early Social and Academic Adjustment of Children from The Inner City | American Journal of Community Psychology; 1992 Oct, Vol. 20 Issue 5, p599-624. | Investigated predictors of five measures of early school adjustment for an ethnically diverse cohort of 683 inner-city kindergartners and first graders. Data from 2 consecutive years were collected from teachers, school records, and children. A multiple-regression production model significantly explained children's competence behavior, problem behavior, reading achievement, mathematics achievement, and school absences. Prior adjustment and socio-demographic factors explained a majority of the variance in adjustment. Perceived quality of parent involvement was significantly related (in the expected direction) to all five outcomes. Exposure to life events was significantly associated in the expected direction with competence behavior, problem behavior, and school absences but not with reading and mathematics achievement. Together, parent involvement and life-event variables explained as much as 12% of the variance in adjustment independent of socio-demographic and prior adjustment factors. The role of family and school factors in the adjustment of children at risk is discussed. |
| Rosemberg, Celia Renata; Silva, María Luisa | 2009 | Teacher-Children Interaction and Concept Development in Kindergarten. | Discourse Processes; Nov/Dec2009, Vol. 46 Issue 6, p572-591, 20p. | This article analyzes the interaction between teachers and children in kindergarten classrooms in order to identify and describe the discursive strategies of teachers that retrieve children's previous expressions to clarify and specify concepts represented in them. Data analyzed include 90 situations of teacher-children exchanges in 7 kindergarten classrooms located in marginal urban neighborhoods in the outskirts of the city of Buenos Aires, Argentina. The analysis followed a qualitative procedure: the constant comparative method (Glaser & Strauss, 1967; Strauss & Corbin, 1991). This allowed the authors to identify and describe the various ways in which teachers reconceptualize information offered by the children in ways that allow them to gradually specify, define, and characterize concepts underlying the words they use, albeit with a limited meaning. It also leads children to develop a finer differentiation and integration between concepts. Such development promotes processes of generalization and construction of hierarchical taxonomies |
| Roth, J.L., Brooks-Gunn, J. | 2003 | Youth development programs: Risk, prevention, and policy | Journal Of Adolescent Health 2003;32:170–182 | To move the definition of youth development programs beyond the vagueness inherent in defining them as programs that help youth develop, the study identified three features, program goals, atmosphere, and activities, that distinguish youth development programs from other types of youth programs in the literature. The study then used the findings from the best of the empirical program evaluation literature to see if these three features differentiate successful programs. [Excerpt from article] |
| Rushton, Stephen P. | 2001 | Applying Brain Research to Create Developmentally Appropriate Learning Environments | Young Children; Sep2001, Vol. 56 Issue 5, p76-82. | This article discusses the importance of early childhood and primary learning environments related to developmentally appropriate practices in brain research. Brain research explains why the teachings of child-centered constructivist educators are relevant in scientific research. According to an educator, the probability of learning is greater when the children interact in a rich environment, construct meaning from real-life application of knowledge and when various senses are used simultaneously. He says that modern educational terminology such as integrated curriculum, theme-based learning, active hands-on learning and authentic teaching, not only echoes brain research findings but also reflects many philosophical beliefs, thoughts and tenets. According to an educator, the use of developmentally appropriate practices for future generations will increase with additional understanding of how the brain works. |

| Author | Year | Document Title | Source | Abstract |
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| Rushton, Stephen, Larkin, Elizabeth | | Shaping the Learning Environment: Connecting Developmentally Appropriate Practices to Brain Research | Early Childhood Education Journal; Sep2001, Vol. 29 Issue 1, p25, | Connections are shown between recent findings in brain research and principles of Developmentally Appropriate Practices to explore the implications for early childhood learning environments and teaching practices. New research on how the growing mind learns appears to bear out the value of NAEYC's constructivist approach to early childhood education where environments are designed to gain the learner's attention, foster meaningful connections with prior understanding, and maximize both short- and long-term memory through patterns and active problem solving. Each unique learner needs to feel challenged, but not fearful, so that stimulating experiences result in an exchange of ideas and promote deeper understanding. |
| Shaughnessy, Michael F.; Greathouse, Dan | 1996 | Early Childhood Assessment: Recent Advances. | Full Text from ERIC Journal Code: RIEOCT 1996 | As concern about the developmental progress of preschoolers has increased, the number of assessment instruments available has expanded. This paper reviews recent advances in early childhood assessment and evaluation, and describes several screening and assessment instruments. Varying information is presented for each test, but may include a description, its applications, available training materials, and information on reliability and validity. Screening tests include: (1) "Developmental Indicators for the Assessment of Learning-Revised"; (2) "Early Screening Profiles"; (3) "FirstSTEP: Screening Test for Evaluating Preschoolers"; and (4) "Kaufman Survey of Early Academic and Language Skills." Seven language tests are described, including: (1) "Oral and Written Language Scales"; and (2) "Test de Vocabulario en Imagenes Peabody" (Spanish version of "Peabody Picture Vocabulary Test"). Nine intellectual screening and assessment instruments are described, including: (1) "Kaufman Brief Intelligence Test"; (2) "Mullen Scales of Early Learning"; (3) "Infant-Toddler Developmental Assessment"; (4) "Bayley Scales of Infant Development"; (5) "Wechsler Preschool and Primary Scale of Intelligence-Revised"; and (6) "Kaufman Assessment Battery for Children." Also described is a parent instrument, "Child Development Inventory"; "System to Plan Early Childhood Services"; "Test of Variables of Attention"; and "Behavior Assessment System for Children." The descriptions note which tests have Spanish directions and which are especially appropriate for children with language delays, and briefly describes several resources available on early childhood assessment. |
| Shonkoff, Jack P.; Phillips, Deborah A. | 2000 | From Neurons to Neighborhoods: The Science of Early Childhood Development | National Research Council Institute of Medicine (Book) | The Committee on Integrating the Science of Early Childhood Development reviewed an extensive, multi-disciplinary, and complex body of research covering the period from birth to entry into Kindergarten to generate an integrated science of early childhood development and the role of early experiences. The result of the committee's review, this book synthesizes the literature, elaborates on a number of core concepts of development, and offers recommendations for policy and practice. The committee's conclusions and recommendations are grounded in four overarching themes: (1) all children are born wired for feelings and ready to learn; (2) early environments matter, and nurturing relationships are essential; (3) society is changing, and the needs of young children are not being addressed; and (4) interactions among early childhood science, policy, and practice are problematic and demand dramatic rethinking. |
| Snow, C.E. Burns, M. and Griffin, P. | 1999 (January) | Language and Literacy Environments in Preschools (ERIC Clearinghouse on Elementary and Early Childhood Education) | http://ceep.crc.uiuc.edu/eecearchive/digests/1999/snow99.pdf | Children live in homes that support literacy development to differing degrees. Because of this variation in the home environment, many children need high-quality preschool and school environments and excellent primary instruction to be sure of reading success. This Digest discusses the research on preschool literacy environments and their contributions to reading skills development. This research has important implications for those who are making instructional, programmatic, or policy decisions that may affect children's preschool literacy environments. |

| Author | Year | Document Title | Source | Abstract |
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| Snow, Catherine E.; Burns, M. Susan; Griffin, Peg | Publication Date:1999 | Language and Literacy Environments in Preschools. | http://ceep.crc.uiuc.edu/eecearchive/digests/1999/snow99.pdf ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL. | Because of the variation in support for literacy development in different homes, many children need high-quality preschool and school environments and excellent primary instruction to be sure of reading success. This Digest discusses the research on preschool literacy environments and their contributions to reading skills development. The overall quality of a child care program has been found to be an important determinant of positive effects on language and preliteracy skills. Studies that have focused on the language environments in preschool classrooms suggest that the quality of adult-child discourse is important, as is the amount of such interaction. Modest enhancements of the quality of classroom experiences show positive effects on children's language development and preliteracy skills. Given the pervasive evidence of differences in language and emergent literacy skills associated with class, culture, and linguistic background, it is heartening that preschool has been shown to benefit children. |
| Snyder, Patricia Thompson, Bruce Mclean, Mary E. Smith, Barbara J. | 2002 | Examination of quantitative methods used in early intervention research: linkages with recommended practices | Journal of Early Intervention; 2002, Vol. 25 Issue 2, p137, 14p. | Findings are reported related to the research methods and statistical techniques used in the 450 group quantitative studies examined as part of the literature review portion of the Division for Early Childhood Recommended Practices project. Twelve trained coders used an investigator-developed coding form to analyze studies across seven major dimensions: (a) sampling procedures, (b) variable selection, (c) variable definition, (d) measurement integrity, (e) treatment fidelity, (f) statistical analyses, and (g) magnitude-of effect reporting. Results suggested that the methodological integrity of the quantitative research used to inform recommended practices was not uniformly convincing and compelling. Implications are offered related to the strength of empirical support for recommended practices and the conduct and reporting of future research. |
| Snyder, Patricia; Wixson, Corinne; Talapatra, Devadrita; Roach, Andrew | 2008 | Assessment in Early Childhood. | Assessment for Effective Intervention; Dec2008, Vol. 34 Issue 1, p25-34, 10p. | The current emphasis on alignment of early learning guidelines, assessment, curricular practices, and accountability in early education and care systems has provided an opportunity to revisit and refine early childhood assessment practices. Practitioners, researchers, and policy makers are increasingly interested in developing instruction-focused assessment strategies that have instructional and intervention validity. In particular, progress is being made in the development and validation of universal screening assessments and progress-monitoring methods that can support the application of response-to- intervention models in early childhood settings. This article provides a brief review of select assessment tools in early childhood that demonstrate instructional validity. The authors suggest future directions for strengthening the instructional and intervention validity of early childhood assessments in the context of response-to-intervention frameworks. [Abstract From Author] |
| Thornton, Jenifer S. Crim, Courtney L. Hawkins, Jacqueline | 2009 | The Impact of an Ongoing Professional Development Program on Prekindergarten Teachers' Mathematics Practices | Journal of Early Childhood Teacher Education Vol 30(2) April 2009; pp.150-161. | Mathematics is a natural part of daily life for young children as they explore and investigate the world around them. To build on these experiences, and to begin establishing a mathematical foundation, early childhood educators must not only be knowledgeable about mathematical concepts, they must also be aware of the most developmentally appropriate ways in which to teach these concepts to young children. After participation in an ongoing professional development program, specifically targeting teachers of prekindergarten children in public school, Preschool Programs for Children with Disabilities (PPCD), Head Start, and child care settings, teachers reported positive changes in math practices. Specifically, teachers reported a stronger alignment to national mathematics standards and increased awareness pertaining to developmentally appropriate mathematics practices as they apply to early childhood classrooms. Teachers reported a shift towards more hands-on activities and a shift away from the use of worksheets in their prekindergarten classrooms. Implications from this study suggest that ongoing professional development that is designed to meet the specific needs of early childhood educators can have a positive impact on reported mathematics content knowledge and instructional practices. |

| Author | Year | Document Title | Source | Abstract |
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| Timothy W. Curby, Jennifer LoCasale-Crouch, Timothy R. Konold, Robert C. PiantA, Carollee Howes, Margaret Burchinal, Donna Bryant, Richard Clifford, Diane Early, Oscar Barbarin | 2009 | The Relations of Observed Pre-K Classroom Quality Profiles to Children's Achievement and Social Competence | Journal of Educational Psychology, v. 101 no4 (November 2009) p. 912-25. 2009. | Research Findings: Recent evidence suggests that children benefit from pre-K programs in terms of both academic and social skills and that this growth is predicted by the quality of the interactions teachers have with students. Prior cluster analysis revealed 5 distinct quality profiles of teacher–child interactions in pre-kindergarten based on classroom observations of 692 teachers. In the present study, the links between these 5 quality profiles of teacher–child interactions and pre-kindergarten children's (n = 2,028) academic growth and social competence were examined using multilevel modeling techniques. Results indicate that students in the profile with the highest levels of concept development showed the greatest gains for both PPVT Receptive Vocabulary and WJ-III Applied Problems. The profile with the highest levels of emotional support dimensions had children who were rated highest in social competence the next year. Practice or Policy: These findings suggest that teacher–child interactions targeting preschoolers' analysis and inference combined with moderate levels of emotional and organizational supports could play a role in fostering students' achievement gains during pre-kindergarten. |
| Van Horn, M. Lee; Ramey, Sharon L. | 2003 | The effects of developmentally appropriate practices on academic outcomes among former Head Start students and classmates, grades 1-3 | American Educational Research Journal; Volume Number: 40; Issue Number: 4; Page Range: 961-990. | An examination of the impact of developmentally appropriate practices on former Head Start students' language development and academic achievements in grades one through three. The educational ideology of Developmentally Appropriate Practices (DAP) in childhood education is influential despite remarkably little empirical study. This article relates DAP to changes in achievement and receptive language among former Head Start children and classmates in Grades 1-3 (including between 1,564 and 4,764 children in 869 to 1,537 classrooms). The authors applied multilevel growth curve modeling techniques to estimate overall DAP effects and to examine possible interactions with sex, ethnicity, grade, and poverty. The results were consistent across years, with only a few significant effects of DAP, some positive and others negative. Collectively, the results indicate that DAP as observed in classrooms accounts for little or no variation in children's academic performance. The article details the methodological and theoretical implications for future inquiry. |
| Walker, Dale; Carta, Judith; Greenwood, Charles; Buzhardt, Joseph | 2008 | The Use of Individual Growth and Developmental Indicators for Progress Monitoring and Intervention Decision Making in Early Education. | Exceptionality; 2008, Vol. 16 Issue 1, p33-47, 15p. | Progress monitoring tools have been shown to be essential elements in current approaches to intervention problem-solving models. Such tools have been valuable not only in marking individual children's level of performance relative to peers but also in measuring change in skill level in a way that can be attributed to intervention and development. As such, progress monitoring measures have been central to Response to Intervention (RtI) approaches. In early childhood, progress monitoring measures have only recently been applied to the process of intervention decision-making. The purpose of this article is to describe Individual Growth and Developmental Indicators, contrast them with existing approaches to assessment in early childhood, and illustrate how they can be used within a larger problem-solving model to guide intervention decisions for infants and toddlers. [Abstract From Author] |
| Xu, Min; Kushner Benson, Susan;Mudrey-Camino, Renee; Steiner, Richard | 2010 | The relationship between parental involvement, self-regulated learning, and reading achievement of fifth graders: a path analysis using the ECLS-K database | Social Psychology of Education; 2010, Vol. 13 Issue 2, p237-269, 33p. | This study examined the relationship between parental involvement, self-regulated learning (SRL), and reading achievement through analyzing the fifth grade data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–1999 (ECLS-K). The results identified six dimensions of parental involvement that are likely to foster SRL of fifth graders |

| Author | Year | Document Title | Source | Abstract |
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| Zhou, Mingming; Ma, Wei; Deci, Edward L. | 2009 | The importance of autonomy for rural Chinese children's motivation for learning. | Learning & Individual Differences; Dec2009, Vol. 19 Issue 4, p492-498. | Two studies applied self-determination theory (SDT) to investigate the motivation for learning of rural Chinese children. The aim was to test whether findings from studies in western individualist cultures would hold up within a very different, eastern collectivist setting. In the first study, when students" autonomous and controlled motivation for a course were entered simultaneously in a regression analysis, autonomous motivation uniquely positively predicted students" perceptions of interest, competence, and choice in the course, whereas controlled motivation uniquely negatively predicted perceptions of interest and choice. In the second study students" perceptions of instructors" autonomy support during the course predicted changes in autonomous motivation, controlled motivation, and perceived competence. These results were discussed in terms of SDT and culture. |
| **CATEGROY 2: SAFE, HEALTHY INDOOR AND OUTDOOR ENVIRONMENTS (Levels 1-4)** | | | | |
| Alexander, Nancy P. | 1995 | Turning On the Light: Thinking about Lighting Issues in Child Care. | Child Care Information Exchange, n105 p65-68 Sep-Oct 1995. | Discusses the importance of planning lighting in childcare centers. Ideas for organizing lighting in efficient and developmentally appropriate ways are offered. Suggestions are made for provisions that will ensure children's gradual transition from bright to dimly-lit rooms. Guidelines for assessing light quality in a facility and the degree to which it is appropriate for its purpose are proposed. |
| Alhassan, Sofiya, Sirard, John R., Robinson, Thomas N. | 2007 | The effects of increasing outdoor play time on physical activity in Latino preschool children. | International Journal of Pediatric Obesity; Jul2007, Vol. 2 Issue 3, p153-158. | Objective. A randomized controlled pilot study to test the hypothesis that increasing preschool children's outdoor free play time increases their daily physical activity levels. Methods. Physical activity was assessed by accelerometers for four consecutive school days in thirty-two Latino children (3.6±0.5 years) attending a preschool for low-income families. After two days of baseline physical activity assessment, participants were randomly assigned to an intervention (RECESS; n =17) or control (CON; n =15) group. The RECESS group received two additional 30-minute periods of outdoor free play time per day for two days. The CON group followed their normal classroom schedule. Between group differences in physical activity variables were tested with a Wilcoxon rank-sum test. Results. There were no statistically significant differences between groups in changes from baseline in average total daily (CON, 48.2±114.5; RECESS, 58.2±74.6) and during school day (CON, 64.6±181.9; RECESS, 59.7±79.1) counts per minute, or total daily (CON, 0.4±1.3; RECESS, 0.3±0.8) and during school day (CON, 0.6±2.1; RECESS, 0.5±0.8) percent of time spent in moderate to vigorous physical activity. Conclusions. Substantially increasing preschoolers' outdoor free play time did not increase their physical activity levels. |

| Author | Year | Document Title | Source | Abstract |
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| Alkon, Abbey RN PhD<br>Bernzweig, Jane PhD<br>To, Kim MHS<br>Wolff, Mimi MSW<br>Mackie, Joanna F. MPP | 2009 | Child Care Health Consultation Improves Health and Safety Policies and Practices | Academic Pediatrics vol 9(5) September-October 2009, pp.366-370 | This study was designed to evaluate the effects of county-level child care health consultation intervention programs on child care centers' health and safety policies and practices. Authors engaged in a 3-year experimental study was conducted in 5 California counties and 111 licensed child care centers (73 intervention, 38 comparison) participated at the baseline and post intervention times. Trained research assistants conducted objective observations with a Policies Checklist and Health and Safety Checklist, which were composed of key national health and safety standards. Authors reported that at baseline, both groups were not significantly different on the Policies Checklist and the Health and Safety Checklist. At the post-intervention time, intervention centers had significantly more and higher-quality written health and safety policies on 9 of the 10 policies rated (medication administration, care of mildly ill children, exclusion of ill children, cleaning and sanitizing, hand washing, daily health checks, inclusion of children with special needs, emergency preparedness, staff health) than comparison centers. At the post intervention time, intervention centers improved their health and safety practices in the areas of emergency preparedness and hand washing, controlling for consultation model, time in study, and director turnover. Both groups improved their indoor and outdoor facilities and overall Health and Safety Checklist means. Authors concluded that child care health consultation programs can improve the written health and safety policies and may improve practices in child care centers. |
| Boldeman, C.; Dal, H.p; Wester, U. | 2004 | Swedish pre-school children's UVR exposure – a comparison between two outdoor environments | Photodermatology, Photoimmunology & Photomedicine; Feb2004, Vol. 20 Issue 1, p2-8. | Overexposure to ultraviolet radiation (UVR) in childhood is a major risk factor for skin cancer. Shady environments are recommended as one method of protection. Environmental exposure to UVR and environmental protection were assessed by dosimeter measurements on 64 children aged 1–6 years at two geographically close and topographically similar pre-schools outside Stockholm. Outdoor play constructions of site 1 (34 children) were mainly exposed to the sun, and those of site 2 (30 children) were mainly shaded. Dosimetry was carried out during 11 work days in May–June 2002 under clear weather conditions. The reliability of dosimeters was tested with meteorologically modelled data from SMHI, and with stationary dosimeters exposed to free sky, and compared with other UV instruments. The differences between children's outdoor stays were adjusted for. The children's average daily exposures were approximately 200 J<sub>CIE</sub>/m<sup>2</sup> erythemally effective UVR. The average relative UVR exposure (% total available UVR 08:30–18:30) was 6.4% (7.0% at site 1, 5.7% at site 2). Fractions of available UVR during outdoor stay were 14.4% (both sites), 15.3% (site 1), and 13.3% (site 2). In terms of relative differences, 5–6-year-old children at site 2 were exposed to 41% less UVR, and 1–4-year-old children 6% less than those at site 1. The difference can be explained by the children's outdoor pre-school environments, and the behaviors linked to these environments. It is recommended to consider the attractiveness of shady environments in the design of children's pre-school playgrounds, particularly if these are extremely exposed to the sun. |
| Brennan, Eileen M.<br>Bradley, Jennifer R.<br>Allen, Mary Dallas<br>Perry, Deborah F. | 2008 | The Evidence Base for Mental Health Consultation in Early Childhood Settings: Research Synthesis Addressing Staff and Program Outcomes | Early Education & Development (Vol 19 Issue 6) pp.982-1022 | Research Findings: One strategy to support early childhood providers' work with children exhibiting challenging behavior is offering mental health consultation services in order to build staff skills and confidence and reduce staff stress and turnover. Through systematic search procedures, 26 recent studies were identified that addressed the effectiveness of early childhood mental health consultation with respect to staff- and program-level outcomes. Across the reviewed studies, there is some evidence that early childhood mental health consultation helped increase staff self-efficacy/confidence and competence in dealing with troubling or difficult behaviors of young children in their care. In several studies, staff receiving consultation had improved sensitivity and lower job-related stress. In addition, consultation generally helped improve overall quality of early care and education settings and was linked to reduced staff turnover. |

| Author | Year | Document Title | Source | Abstract |
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| Brown, William H.; Pfeiffer, Karin A.; McIver, Kerry L.; Dowda, Marsha; Addy, Cheryl L.; Pate, Russell R. | 2009 | Social and environmental factors associated with preschoolers' nonsedentary physical activity | Jan/Feb 2009 Funder(s): National Institute of Child Health and Human Development (U.S.) Child Development Volume Number: 80 Issue Number:1 Page Range: 45-58. | An investigation into the influence of several indoor and outdoor preschool settings on children's engagement in sedentary and nonsedentary physical activities, based on observations of 476 children from 32 child care centers, Head Start centers, faith-based programs in a metropolitan area of South Carolina. |
| Brown, William H.; Pfeiffer, Karin A.; McIver, Kerry L.; Dowda, Marsha; Addy, Cheryl L.; Pate, Russell R. | 2009 | Social and environmental factors associated with preschoolers' nonsedentary physical activity | January/February 2009 Funder(s): National Institute of Child Health and Human Development (U.S.) Child Development Volume Number: 80 Issue Number:1 Page Range: 45-58. | An investigation into the influence of several indoor and outdoor preschool settings on children's engagement in sedentary and nonsedentary physical activities, based on observations of 476 children from 32 child care centers, Head Start centers, faith-based programs in a metropolitan area of South Carolina - The twofold purposes of the investigation were (a) to describe with direct observation data the physical activity behaviors and the accompanying social and environmental events of those behaviors for children in preschools and (b) to determine which contextual conditions were predictors of moderate to vigorous physical activity (MVPA) and nonsedentary physical activity (i.e., light activity + MVPA) for 3-, 4-, and 5-year-old children during their outdoor play. The results indicate that preschoolers' physical activity is characterized as sedentary in nature throughout their preschool day (i.e., 89% sedentary, 8% light activity, and 3% MVPA). During outdoor play periods, when children are most likely to be physically active, some contextual and social circumstances better predict their physical activity. Implications for policy makers, practitioners, and researchers are discussed. |
| Bryant, Donna M.; Clifford, Richard M.; Peisner-Feinberg, Ellen S. | 1991 | Best practices for beginners: Developmental appropriateness in kindergarten | American Educational Research Journal; Volume Number: 28; Issue Number: 4; Page Range: 783-803. | A study of developmentally appropriate practices used in kindergarten programs and a study of factors contributing to the use of developmentally appropriate practices in kindergarten programs in the North Carolina school system. |
| Butin, Dan | 2000 | Early Childhood Centers. | Full Text from ERIC National Clearinghouse for Educational Facilities, 1090 Vermont Ave. NW, Suite 700, Washington, DC | This paper addresses how early childhood center design can improve the quality of these centers in terms of health, safety, and the appropriate development of the child. It briefly explores educational trends involving early childhood centers, then addresses the key spaces in these centers designers should focus on, including the classroom, outdoor space, multipurpose room, health center, teachers' work space, and administrative area. It also explores the key issues in designing early childhood centers concerning health and safety, developmentally appropriate environment, play areas, and overall size. Final comments discuss placing early childhood centers in schools. |

| Author | Year | Document Title | Source | Abstract |
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| Cordova, Diana I., Lepper, Mark R. | 1996 | Intrinsic motivation and the process of learning-Beneficial effects of contextualization, personalization, and choice. | Journal of Educational Psychology, Vol 88(4), Dec, 1996, pp. 715-73. | This experiment examined the effects on the learning process of 3 complementary strategies—contextualization, personalization, and provision of choices—for enhancing students' intrinsic motivation. Elementary school children in 1 control and 4 experimental conditions worked with educational computer activities designed to teach arithmetical order of operations rules. In the control condition, this material was presented abstractly. In the experimental conditions, identical material was presented in meaningful and appealing learning contexts, in either generic or individually personalized form. Half of the students in each group were also offered choices concerning instructionally incidental aspects of the learning contexts; the remainder were not. Contextualization, personalization, and choice all produced dramatic increases, not only in students' motivation but also in their depth of engagement in learning, the amount they learned in a fixed time period, and their perceived competence and levels of aspiration. |
| Diamond, Marian, Hopson, Janet | 1998 | Magic trees of the mind: How to nurture your child's intelligence, creativity, and healthy emotions from birth through adolescence. | Book - New York, NY, US: Plume/Penguin Books, 1998. xiii, 466 pp. ISBN:0-525-94308-0 (Hardcover) | How does a child's mind grow? Is our capacity for learning and creativity limited by our genetic makeup? In Magic Trees of the Mind, the authors reveal how a child's brain physically responds to environmental influences, and how children can be provided with the nurturing and stimulating conditions they need to develop and thrive. Topics covered in this book include how our minds grow in specific ways at every age, and how the brain responds to enriching stimulation; the ways in which actions, sensations, and memories shape the function and anatomy of the brain; and prenatal stimulation. Creative tools for developing and expanding children's minds are provided, as are enrichment programs for babies, toddlers, preschoolers, grade-school children, and teenagers. In addition, a resource guide is included, containing related books, products, organizations, websites, and learning centers. (from the publicity materials) This book presents cutting-edge scientific findings on children's brain development, and the important roles of enrichment and stimulation, and renders them understandable and relevant to parents and teachers. |
| Dyck, James | 2002 | The Built Environment's Effect on Learning: Applying Current Research. Spotlight: Updating Our Agendas. | Montessori Life, v14 n1 p53-56 Win 2002. | Reviews current literature--noting limitations--and provides observations regarding the impact on learning of six physical attributes of the Montessori prepared environment: aesthetics, spatial factors, light, noise, color, and temperature. Suggests guidelines for Montessori classrooms. Concludes by asserting that considering these six environmental factors in classroom design will result in a setting more conducive to flow and concentration. |
| Eiserman, William D., Shisler, Lenore, Foust, Terry, Buhrmann, Jan, Winston, Randi, White, Karl R. | 2007 | Screening for hearing loss in early childhood programs. | Early Childhood Research Quarterly; Mar2007, Vol. 22 Issue 1, p105-117. | This study assessed the feasibility of doing hearing screening in Migrant, American Indian and Early Head Start programs using otoacoustic emissions (OAE) technology. Staff members were trained to screen 0–3-year-old children for hearing loss using hand-held OAE equipment and a multi-step screening and referral protocol. Of the 3486 children screened as a part of the study, 77% passed an OAE screening at the first step, 18% more passed an OAE screening at the second step, and 5% were ultimately referred for medical or audiological follow-up. Eighty children were identified as having a hearing loss or disorder of the outer, middle or inner ear requiring treatment. Of these 80, six had permanent bilateral or unilateral hearing loss. Although the protocol suggested that the multi-step screening procedure should be completed within a 4-week time period or less, analysis of the data showed that for children requiring more than an initial OAE screening, the length of time over which the screening was completed ranged from 7 to 12 weeks. The median time required to complete a single OAE screening session was 4 minutes per child. The results demonstrate that OAE screening of young children using this protocol is practical and effective. The implications for conducting periodic hearing screening throughout early childhood are discussed. |

| Author | Year | Document Title | Source | Abstract |
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| Elkind, David | 2006 | The Values of Outdoor Play | Child Care Information Exchange, n171 p6-8 Sep-Oct 2006. | This article describes outdoor play as a solid foundation and a central vehicle of knowledge about the real world. Outdoor play is important to all age levels, but particularly in early childhood and the elementary years. Children's outdoor play is not a luxury. It is critical in children's ability to learn about the world, others, and themselves. It is through playful contact with that world that they create learning. |
| Elkins, W.L., Cohen, D.A., Koralewicz, L.M., Taylor, S.N. | 2004 | After school activities, overweight, and obesity among inner city youth | Journal of Adolescence 27 (2004) 181–189. | The study examined the association of adolescent obesity with participation in sports among 5489 low-income, inner city public high school students. Among inner city youth 28.5% of males and 33.7% of females were overweight and 15.9% of boys and 16.4% of girls were obese. For both males and females, participation in an increasing number of athletic activities was associated with lower (body mass index) BMI after controlling for age, grade, and playing football. While youth with lower BMI might be more likely to participate in sports, after school sports are a potential opportunity for prevention of obesity in adolescents. |
| Enke, Allison A.; Briley, Margaret E.; Curtis, Suzanne R.; Greninger, Sue A.; Staskel, Deanna M. | 2007 | Quality Management Procedures Influence the Food Safety Practices at Childcare Centers | Early Childhood Education Journal, v35 n1 p75-81 Aug 2007. | Childcare in the United States (US) has become a necessary part of life for most working parents with the increased use of center-based childcare over the past three decades. Approximately 13 million preschoolers attend some form of childcare. Literature indicates the main predictors of quality childcare programs are adequate experience and specialized training of childcare staff. A growing concern among researchers, however, is the limited training among childcare professionals in the area of food safety. Children have minimal control of food safety risks because other people prepare their meals. A questionnaire was developed and mailed to childcare center directors in Texas and Iowa to identify the demographic, food safety and other practices that influence the training and decisions made by childcare center directors. Results indicate the need of continual management and food safety training for both directors and staff in order to provide a safe environment for young children. |
| Ethan D; Basch CE | 2008 | Promoting healthy vision in students: progress and challenges in policy, programs, and research. | The Journal Of School Health 2008 Aug; Vol. 78 (8), pp. 411-6. | An estimated 1 in 5 American children has a vision problem. Children living in poor urban environments have twice the normal rate of vision problems. Uncorrected vision problems can worsen over time and result in permanent vision loss. Early detection and treatment of vision problems is therefore essential in optimizing children's health and development. Federal-, state-, and school-based prevention efforts continue to evolve to identify and serve children with vision problems. The authors conducted a review of current literature on (1) major vision problems among children, (2) unique problems faced by low-income children with poor vision, and (3) the rise in health policy and program efforts to support the goal of healthy vision for each child. The preliminary relationship established between vision and academic performance is also discussed. The results of the research showed that low-income children have a disproportionate amount of vision problems and face several barriers to acquiring vision care. Varied actions among states include legislation requiring screening and follow-up before entry into elementary school. The author concluded that states and schools can take concrete steps to increase the number of children identified and treated for vision problems. Health policy and programs should also address common barriers to children receiving and wearing their glasses at home and in the classroom. Further research is necessary to assess the relationship between children's vision and educational outcomes. To the extent that vision is associated with academic success, policies and programs can be shaped to address the achievement gap that exists among our nation's youth and to support the goal of healthy vision for each child. |

| Author | Year | Document Title | Source | Abstract |
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| Fahlman, Mariane M., Dake, Joseph A., McCaughtry, Nate, Martin, Jeffrey | 2008 | A Pilot Study to Examine the Effects of a Nutrition Intervention on Nutrition Knowledge, Behaviors, and Efficacy Expectations in Middle School Children. | Journal of School Health; Apr2008, Vol. 78 Issue 4, p216-222. | This was a pilot study to determine the impact of the Michigan Model (MM) Nutrition Curriculum on nutrition knowledge, efficacy expectations, and eating behaviors in middle school students. Methods: The study was conducted in a large metropolitan setting and approved by the Institutional Review Board. The participants for this study were divided into an intervention group (n = 407) and a control group (n = 169). An MM instructor trained health teachers in the use of the curriculum, and the teacher subsequently taught the curriculum to students in the intervention group. A valid and reliable questionnaire was used to determine pre-post differences. It consisted of 3 subscales assessing eating habits, nutrition knowledge, and efficacy expectations toward healthy eating. Subscale scores were analyzed using a 2 groups (intervention vs control) × 2 times (pre vs post) analysis of variance. Results: The intervention group increased their nutrition knowledge at post. There was also a significant main effect for groups in the subscales "Eating Behaviors" and "Efficacy Expectations Regarding Healthy Eating." Subsequent post hoc analysis revealed that the intervention group was significantly more likely to eat fruits and vegetables and less likely to eat junk food than the control group. Students in the intervention group also felt more confident that they could eat healthy. Conclusions: The results of this pilot study suggest that the MM Nutrition Curriculum delivered by trained professionals resulted in significant positive changes in both nutrition knowledge and behaviors in middle school children. Further research needs to be conducted to determine the long-term impact. |
| Fjørtoft, Ingunn, | 2001 | The natural environment as a playground for children: The impact of outdoor play activities in pre-primary school children. Images | Early Childhood Education Journal, Vol 29(2), Win, 2001, pp. 111-117. | In Scandinavia it has become popular for kindergartners to spend more time outdoors in the natural environment. Some kindergartens are organized as outdoor schools, where the children, aged 3-6 yrs, spend all or most of the day outdoors in a natural environment. Playing in a natural environment seems to have positive effects on children; they become more creative in their play, and play activities and play forms are increasing. It is also indicated that absence due to sicknesses is lower among children in outdoor kindergartens than in the traditional ones. At the very least it is evident that children's motor fitness is improved in such an environment. They move easily around in a rugged terrain and cope with physical challenges, which improve their motor ability. Although few in number, these studies indicate that the natural environment is a stimulating arena for learning in general, and for motor fitness training in particular. The present research corroborates the main findings. |
| Fontaine, Nancy S.; Torre, L. Dee; Grafwallner, Rolf; Underhill, Brian | 2006 | Increasing Quality in Early Care and Learning Environments | Early Child Development and Care, v176 n2 p157-169 Feb 2006. | High-quality care is essential to the optimal development of young children. While many children attend childcare away from the home for an average of six hours per day, the environment is not necessarily of the highest quality. An assessment of the indoor and outdoor space, curriculum and activities, teacher and child interactions, materials, equipment, nutrition and health factors can yield critical information for parents and center administrators, teachers and staff. This study provides outcome information in regard to a state-funded Enhancement Grant project in which childcare facilities' personnel were provided with professional development activities to assist them in evaluating their early care and learning programs, and planning and implementing enhancement activities. After three years, a significant improvement resulted in several areas critical to high-quality care for young children. |
| Gillespie, Lorna | 2007 | Key Area of Learning: Outdoor Education. | Journal of Physical Education New Zealand; 2007, Vol. 40 Issue 3, p22-22. | This article looks at the value of outdoor environment learning in physical education and says that students who get the opportunity for this experience develop stronger personal and social skills, become safer in the outdoors and learn to protect and care for the environment. These programs can and should make use of the school grounds and the local environment to create learning programmes. |

| Author | Year | Document Title | Source | Abstract |
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| Goshorn, Gayle | 2009 | Light fantastic. | Nursery World; 9/24/2009, Vol. 109 Issue 4188, Special section p15-16. | The article focuses on the effects of lighting on the wellbeing of children and staff at a nursery facility. According to Wendy Monaghan, owner of Bedlington Bears Day Nursery in Northumberland, England, lighting is part of their unique selling point that attracts parents who are looking for nursery unit. Paul Morrey of lighting system supplier Aura Corp. believes that quality of lighting systems that schools used is important because young children's eyes are still developing and may be affected by poor lighting. |
| Green, Beth L. Everhart, Maria Gordon, Lyn Gettman, Maria Garcia | 2006 | Characteristics of Effective Mental Health Consultation in Early Childhood Settings: Multilevel Analysis of a National Survey | Topics in Early Childhood Special Education (Vol 26 pp.142-152)<br><br>Google Scholar (Abstract Found): http://tec.sagepub.com/content/26/3/142.abstract | In response to (a) an increasing need to support children with emotional and behavioral challenges in childcare settings and (b) the high rates of expulsion among preschool children, mental health consultation in early childhood settings is becoming an increasingly popular intervention strategy. At the same time, there is little agreement or empirical evidence to help early childhood program managers and other professionals make decisions about the most important characteristics and services that mental health consultants should provide. The current study presents findings from a nationally representative survey of 74 Head Start programs and 655 Head Start directors, staff members, and mental health consultants to use in addressing this gap. Using Hierarchical Linear Modeling (HLM), the authors present results suggesting that the single most important characteristic of mental health consultants is their ability to build positive collaborative relationships with program staff members. The frequency of consultant activities was important, primarily because consultants who provided more frequent services were reported to have more positive relationships with staff members. These results were significant even after controlling for program-level characteristics, such as program size, budget for mental health services, and ratio of consultant hours to number of children. |
| Kantrowitz, Elyse J.; Evans, Gary W. | 2004 | The Relation between the Ratio of Children Per Activity Area and Off-Task Behavior and Type of Play in Day Care Centers | Environment and Behavior, v36 n4 p541-557 2004. | Given the explosion in growth of out-of-the-home child care, increasing attention is being focused on the developmental consequences of early childhood environments. The authors show that the ratio of children to the number of activity areas in the classroom is positively correlated with off-task time. There is also a marginal, negative correlation to engagement in constructive play. Use of hierarchical linear modeling allowed the authors to examine these processes in a repeated measures design, with controls for center and for family income. |
| Karen Taylor and Donna Bryant | 2002 | Demonstrating Effective Child Care Quality Improvement | http://www.fpg.unc.edu/smartstart/ | Research shows that child care quality is related to children's readiness to succeed in kindergarten. Accordingly, local Smart Start partnerships have designed and implemented a variety of quality improvement initiatives for child care centers and family child care homes. Several partnerships have made remarkable progress, in spite of the fact that the literature provides little guidance as to which types of technical assistance (TA) activities might work best for which types of programs. This report describes the strategies and activities that 12 highly successful partnerships have used to significantly improve the number of high quality child care programs in their county or region. Through 37 interviews with key participants in these partnerships, the study discovered that key factors repeatedly mentioned were: strong leadership; strategic planning for a system of quality improvement programs; support for the education and professional development of the work force; financial rewards for higher education and improved quality; on-site, customized technical assistance; and effective collaborations with multiple community agencies. |

| Author | Year | Document Title | Source | Abstract |
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| Khandekar, Rajiv, Al Harby, Saleh1, Mohammed, Ali Jaffer | 2010 | Eye and vision defects in under-five-year-old children in Oman: A public health intervention study | Oman Journal of Ophthalmology; Jan2010, Vol. 3 Issue 1, p13-17. | Purpose: To identify under-five-year-old children with vision or ocular defect in two provinces (Wilayats) of central Oman in 2006. Study Design: Public health intervention study. Materials and Methods: Ocular examination in Manah Wilayat was conducted by nursing staff of the primary health center (PHC) and in Mudhaiby Wilayat was conducted by a trainee Omani optometrist. Abnormal sized eyeball, strabismus, nystagmus and white pupil were recorded. Visual acuity was tested by LOGMAR chart with Lea's symbols in children >2 years of age and preferential viewing was assessed by Lea's grating paddle or 'Hiding Heidi' picture in children ≤2 years age. Data was analyzed using Statistical Package for Social Studies (SPSS 12). Result: Among 1,520 examined children, three children had absent eyeball bilaterally and three had unilaterally absent eyeball. Strabismus and nystagmus were detected in 44 (2.9%) and 18 (1.2%) children respectively. 'Hiding Heidi' test was normal in 530/537 (87%) of children. Distant vision reading was ≥0.32 in 386/448 (86.2%) eyes. Preferential looking test suggested that half of the children had defective vision (>2cpcm). Screening at '1-2 year' and '3-4 years' age group could significantly predict eye problems ($P \leq 0.001$). Conclusion: Eye and vision screening of under-five kids helped in detection of eye problems in early stages. Instead of universal screening, high risk population or children of '3 to 4' years for vision and '1 to 2' years for ocular abnormalities is proposed The existing health services could not detect some children with eye problems and they were identified during such screening. |
| Kotch, Jonathan; Isbell, Patricia; Weber, David J.; Nguyen, Viet; Savage, Eric; Gunn, Elizabeth; Skinner, Martie; Fowlkes, Stephen; Virk, Jasveer; Allen, Jonnell | 2007 | Hand-washing and diapering equipment reduces disease among children in out-of-home child care centers | Date Issued: 2007 Publisher(s): American Academy of Pediatrics Pediatrics Volume Number: 120 Issue Number: 1 | An examination of the impact of the installation of equipment for diaper-changing, hand-washing, and food preparation that is specifically designed to reduce the transmission of infectious agents on the rate of diarrheal illness among children and their teachers in child care centers. |
| Larkin, Elizabeth, Kaplan, Matthew, Rushton, Stephen | 2010 | Designing Brain Healthy Environments for Intergenerational Programs | Journal of Intergenerational Relationships; 2010, Vol. 8 Issue 2, p161-176. | Intergenerational relationships are at the center of programs designed to bring younger and older populations together for their mutual benefit. The physical spaces used for intergenerational interactions should be designed in such a way as to promote the development of positive relationships among people of different ages. Research in the neurosciences provides a basis for creating environments that are conducive to intergenerational interactions that stimulate cognitive interest and rewarding social engagement. This article will bring elements of environmental design together with brain research principles to outline appropriate applications for intergenerational programming, including arranging spaces and planning activities with a participant-centered approach. The goal is to provide a scientifically based rationale for organizing environments that are safe and welcoming for all age groups and also support multisensory experiences that stimulate positive human interaction. |

| Author | Year | Document Title | Source | Abstract |
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| Little, Priscilla M. D. | 1998 | Family Resource Centers: Where School Readiness Happens. Early Children's Digest. | Full Text from ERIC Web site: http://ed.gov/offices/OERI/ECI/digests | When families take part in their young children's education programs, children do better in school. Many early childhood programs offer families the opportunity to participate in their children's learning through family resource centers. Family resource centers provide information on raising and educating children, along with ideas on how to work with children's teachers, volunteer in the classroom, and support children's learning at home. They are also places to meet other families and work together to improve schools. This issue of the "Early Childhood Digest" describes family resource centers and how they can help families get their children ready for school. The digest discusses characteristics of family resource centers, including that they: (1) make families feel welcome; (2) are places to get information; (3) are places to take classes; (4) help families meet other families and share stories about raising children; (5) support families by making many services easier to get; (6) offer the family support. |
| Macintosh, Andrea, Schroth, Robert, Edwards, Jeanette, Harms, Lavonne, Mellon, Bernadette, Moffatt, Michael | 2010 | The Impact of Community Workshops on Improving Early Childhood Oral Health Knowledge. | Pediatric Dentistry; Mar/Apr2010, Vol. 32 Issue 2, p110-107, | The purpose of this study was to evaluate the effectiveness of community workshops designed to equip participants with early childhood oral health (ECOH) knowledge and early childhood caries (ECC) prevention. Methods: Convenience sample of individuals working with infants and preschool children attending an ECOH training workshop completed a questionnaire before the workshop. One month later, participants completed a follow-up questionnaire. A P-value ≤ .05 denoted significance. Results: One hundred eight participants from southern Manitoba, Canada, completed the initial survey, while 67% completed the postworkshop questionnaire. Initially, many were unfamiliar with the recommended age of a first dental visit, assessing caries-risk, and identifying early stages of decay. Following the workshop, there was a 16% increase in the proportion of correct answers and a significant improvement in the number of correct choices (P<.01). Some questions showing considerable improvement included: when children should first visit the dentist (P<.001); mother having active decay placing their infant at high risk for caries (P<.001); and age until caregivers should supervise tooth-brushing (P<.001). Self-reported data suggests participants changed behaviors as a result of what they learned. Conclusions: Capacity-building workshops increased oral health knowledge and self-reported behaviors. This provides support that nondental professionals can effectively provide oral health education. |
| Mashburn, Andrew J.; Pianta, Robert C.; Hamre, Bridget K.; Downer, Jason T; Barbarin, Oscar A.; Bryant, Donna; Burchinal, Margaret; Early, Diane M.; Howes, Carollee | 2008 | Measures of Classroom Quality in Prekindergarten and Children's Development of Academic, Language, and Social Skills | Child Development; Vol 79, Issue 3, pp 732-749, May/June 2008 | This study examined development of academic, language, and social skills among 4-year-olds in publicly supported prekindergarten (pre-K) programs in relation to 3 methods of measuring pre-K quality, which are as follows: (a) adherence to 9 standards of quality related to program infrastructure and design, (b) observations of the overall quality of classroom environments, and (c) observations of teachers' emotional and instructional interactions with children in classrooms. Participants were 2,439 children enrolled in 671 pre-K classrooms in 11 states. Adjusting for prior skill levels, child and family characteristics, program characteristics, and state, teachers' instructional interactions predicted academic and language skills and teachers' emotional interactions predicted teacher-reported social skills. Findings suggest that policies, program development, and professional development efforts that improve teacher–child interactions can facilitate children's school readiness. |

| Author | Year | Document Title | Source | Abstract |
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| Moller, Arlen; Deci, Edward; Ryan, Richard M. | 2006 | Choice and Ego-Depletion- The Moderating Role of Autonomy. | Personality & Social Psychology Bulletin; Aug2006, Vol. 32 Issue 8, p1024-1036. | The self-regulatory strength model maintains that all acts of self- regulation, self-control, and choice result in a state of fatigue called ego-depletion. Self-determination theory differentiates between autonomous regulation and controlled regulation. Because making decisions represents one instance of self-regulation, the authors also differentiate between autonomous choice and controlled choice. Three experiments support the hypothesis that whereas conditions representing controlled choice would be ego-depleting, conditions that represented autonomous choice would not. In Experiment 3, the authors found significant mediation by perceived self-determination of the relation between the choice condition (autonomous vs. controlled) and ego-depletion as measured by performance. |
| NAEYC | 2009 | Developmentally appropriate practices in early childhood programs | http://www.naeyc.org/files/naeyc/file/positions/position%20statement%20Web.pdf | The purpose of this position statement is to promote excellence in early childhood education by providing a framework for best practice. Grounded both in the research on child development and learning and in the knowledge base regarding educational effectiveness, the framework outlines practice that promotes young children's optimal learning and development. Since its first adoption in 1986, this framework has been known as developmentally appropriate practice. |
| Nicholson, H.J., Collins, C., and Holmer, H. | 2004 | Youth as people: the protective aspects of youth development in after-school settings | Annals, AAPSS, 591 | Youth development organizations have a common commitment to young people's physical, emotional, and educational growth and development. A youth-centered atmosphere where young people feel supported and empowered by the community distinguishes successful programs from others that approach programming without considering young people the most important stakeholders. Programs serve youth best when the environments in which they function are intentionally inclusive, multicultural, and systematically nondiscriminatory. A safe and supportive place in which to develop an identity and confront the tough issues and extraordinary pressures of growing up is at the core of youth development environments that make a real difference. Some of the best youth development programs also make the successful link between volunteerism and positive mental health and support the concept that community service is an important component of subsequent civic engagement. |
| North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Support. | 1999 | Early Childhood Education Facilities Planner. | Full Text from ERIC | This publication, a supplement to the "North Carolina Public School Facilities Guidelines," is intended as a resource to assist design professionals in planning facilities that meet the evolving needs of public schools in North Carolina. The publication specifically describes early childhood education programs and the facilities that support them. The guide is not designed to be comprehensive or all-inclusive, but provides an initial understanding of the nature and purposes of early childhood education programs around which facility designs evolve. The introductory portions of the guide describe some aspects of early childhood education programs and facilities that are similar among all programs; sample floor plans supplement and clarify printed descriptions. |
| Pati, Susumita; Hashim, Kyleen; Brown, Brett; Fiks, Alex; Foreest, Christopher B. | 2009 | Early childhood predictors of early school success: A selected review of the literature | Report retrieved from Child Trends | There is a long-standing lack of integration between the fields of child development and health and health services research. In this brief, scientific evidence from all these literatures as they relate to early school readiness, focusing on results from large longitudinal studies were reviewed. The review does not cover the substantial literature in these areas based on small sample studies. The authors intend that the results will provide a foundation for research that may lead to the development of practical clinical tools allowing health caregivers to identify young children at risk for early school performance problems, and target them for additional preventive and ameliorative care leading to improved outcomes. [Abstract from report.] |

| Author | Year | Document Title | Source | Abstract |
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| Rajalakshmi R Lakshman, Stephen J Sharp, Ken K Ong, Nita G Forouhi | 2010 | A novel school-based intervention to improve nutrition knowledge in children | BMC Public Health; 2010, Vol. 10, p123-131, 9p. | . The aim of this study was to assess the effectiveness and acceptability of a novel educational intervention to increase nutrition knowledge among primary school children. The researchers developed a card game 'Top Grub' and a 'healthy eating' curriculum for use in primary schools. Thirty-eight state primary schools comprising 2519 children in years 5 and 6 (aged 9-11 years) were recruited in a pragmatic cluster randomised controlled trial. The main outcome measures were change in nutrition knowledge scores, attitudes to healthy eating and acceptability of the intervention by children and teachers. Twelve intervention and 13 control schools (comprising 1133 children) completed the trial. The main reason for non-completion was time pressure of the school curriculum. Mean total nutrition knowledge score increased by 1.1 in intervention (baseline to follow-up: 28.3 to 29.2) and 0.3 in control schools (27.3 to 27.6). Total nutrition knowledge score at follow-up, adjusted for baseline score, deprivation, and school size, was higher in intervention than in control schools (mean difference = 1.1; 95% CI: 0.05 to 2.16; p = 0.042). At follow-up, more children in the intervention schools said they 'are currently eating a healthy diet' (39.6%) or 'would try to eat a healthy diet' (35.7%) than in control schools (34.4% and 31.7% respectively; chi-square test p < 0.001). Most children (75.5%) enjoyed playing the game and teachers considered it a useful resource. The 'Top Grub' card game facilitated the enjoyable delivery of nutrition education in a sample of UK primary school age children. Further studies should determine whether improvements in nutrition knowledge are sustained and lead to changes in dietary behaviour. |
| Rosen, Laura; Manor, Orly; Engelhard, Dan; Brody, David; Rosen, Bruce; Peleg, Hannah; Meir, Marina; Zucker, David; | 2006 | Can a handwashing intervention make a difference? Results from a randomized controlled trial in Jerusalem preschools. | Preventive Medicine: An International Journal Devoted to Practice and Theory, Vol 42(1), Jan, 2006. pp. 27-32. | The objective of this preschool intervention trial was to determine whether a hygiene program can promote hand washing and thereby reduce illness absenteeism. Methods This cluster randomized trial included 40 Jerusalem preschools with 1029 children for 6 baseline days and 66 study days, yielding 73,779 child days. The main outcomes were rates of hand washing and illness absenteeism. The intervention included an educational program and environmental changes. A simultaneous sub trial was run to test a home component. Results This multi-site intervention program produced sustained behavioral and environmental changes over a 6-month period. An approximately threefold increase in hand washing with soap was observed among preschool children exposed to the intervention. Neither the preschool nor the home intervention program reduced illness absenteeism or overall absenteeism. Conclusions This trial illuminates the potential of the preschool as a promising venue for health promotion activities leading to sustained behavioral change, yet suggests the need for enhanced approaches for reducing illness absenteeism. |
| Rushton, Stephen P. | 2001 | Applying Brain Research to Create Developmentally Appropriate Learning Environments | Young Children; Sep2001, Vol. 56 Issue 5, p76-82. | This article discusses the importance of early childhood and primary learning environments related to developmentally appropriate practices in brain research. Brain research explains why the teachings of child-centered constructivist educators are relevant in scientific research. According to an educator, the probability of learning is greater when the children interact in a rich environment, construct meaning from real-life application of knowledge and when various senses are used simultaneously. He says that modern educational terminology such as integrated curriculum, theme-based learning, active hands-on learning and authentic teaching, not only echoes brain research findings but also reflects many philosophical beliefs, thoughts and tenets. According to an educator, the use of developmentally appropriate practices for future generations will increase with additional understanding of how the brain works. |

| Author | Year | Document Title | Source | Abstract |
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| Rushton, Stephen, Larkin, Elizabeth | | Shaping the Learning Environment: Connecting Developmentally Appropriate Practices to Brain Research | Early Childhood Education Journal; Sep2001, Vol. 29 Issue 1, p25. | Connections are shown between recent findings in brain research and principles of Developmentally Appropriate Practices to explore the implications for early childhood learning environments and teaching practices. New research on how the growing mind learns appears to bear out the value of NAEYC's constructivist approach to early childhood education where environments are designed to gain the learner's attention, foster meaningful connections with prior understanding, and maximize both short- and long-term memory through patterns and active problem solving. Each unique learner needs to feel challenged, but not fearful, so that stimulating experiences result in an exchange of ideas and promote deeper understanding. |
| Sanderson, Helen | 2005 | Light and space feed young minds. | Times Educational Supplement; 5/13/2005, Issue 4634, TES Friday p21-21, 1/4p | Comments on the growing number of registered nurseries in Great Britain with inadequate outdoor space. Author's critical view of keeping babies and young children in upstairs rooms with minimal lights and floor space; Relation of such conditions to the difficulty of controlling the behavior of children. |
| Sanoff, Henry | 1995 | Creating Environments for Young Children. | Full Text from ERIC Henry Sanoff, School of Design, North Carolina State University, Raleigh, NC 27695-7701. | The planning and design of child care centers has been undertaken without sufficient knowledge of children's spatial behavior, resulting in centers not providing appropriate physical conditions for young children's developmental needs. Research suggests that physical environment is important in supporting child development. Child care settings convey silent messages about the intentions of the caregivers and administrators, which can also influence children's behavior. The physical space requirements and activities of the preschool environment should reflect person-environment relationships, which meet children's needs for personal space and privacy. This workbook contains exercises and other learning materials for young students that follow principles of good design. The book contains the following units: (1) "Goal Setting"; (2) "What Is a Learning Environment," including components of a learning center, along with how to create and rate learning centers; (3) "Playroom Design Principles," focusing on light. |
| Siegal, Mark D.; Marx, Mary L.; Cole, Shannon L. | 2005 | Parent or Caregiver, Staff, and Dentist Perspectives on Access to Dental Care Issues for Head Start Children in Ohio | American Journal of Public Health, Vol 95(8), Aug 2005, pp. 1352-1359. | The study conducted 5 surveys on consumer and provider perspectives on access to dental care for Ohio Head Start children to assess the need and appropriate strategies for action. The study collected information from Head Start children (open-mouth screenings), their parents or caregivers (questionnaire and telephone interviews), Head Start staff (interviews), and dentists (questionnaire). Geocoded addresses were also analyzed. Twenty-eight percent of Head Start children had at least 1 decayed tooth. For the 11% of parents whose children could not get desired dental care, cost of care or lack of insurance (34%) and dental office factors (20%) were primary factors. Only 7% of general dentists and 29% of pediatric dentists reported accepting children aged 0 through 5 years of age as Medicaid recipients without limitation. Head Start staff and dentists felt that poor appointment attendance negatively affected children's receiving care, but parents/caregivers said finding accessible dentists was the major problem.The study authors found that many Ohio Head Start children do not receive dental care. Medicaid and patient age were primary dental office limitations that are partly offset by the role Head Start plays in ensuring dental care. Dentists, Head Start staff, and parents/caregivers have different perspectives on the problem of access to dental care. |

| Author | Year | Document Title | Source | Abstract |
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| Soliah LA, Newell GK, Vaden AG, Dayton AD. | 1983 | Establishing the need for nutrition education: II. Elementary teachers' nutrition knowledge, attitudes, and practices. | Journal of the American Dietetic Association; Oct1983, Vol. 83 Issue 4, p447. | Nutrition knowledge, attitudes, and practices and nutrition education practices of elementary teachers were assessed to provide data for planning a Kansas Nutrition Education and Training Program. Teachers from a random sample of elementary schools throughout the state were surveyed. The nutrition knowledge test scores of the teachers statewide or among the districts and schools did not differ significantly. Teachers who had completed one or more college or continuing education nutrition courses or who were teaching nutrition currently had higher scores on nutrition knowledge, attitudes, and practices and on nutrition education practices than did teachers who had no nutrition training or were not teaching the subject. In general, nutrition knowledge scores correlated positively with scores on nutrition-related attitudes and practices and on nutrition education practices. Kansas elementary teachers tended to have favorable attitudes toward nutrition. Almost all of the teachers indicated that nutrition should be taught in all elementary grades; however, few teachers taught nutrition concepts. Nutrition was integrated in science, health, and social studies more often than in other subjects. Teachers rarely or never used school food service personnel as resource people in the classroom or used the school cafeteria as a laboratory for instruction. However, in those schools with on-premise food production facilities, teachers tended to work with the school food service personnel and use the cafeteria as a laboratory for instruction more frequently than did teachers in schools with only satellite service centers. Attending nutrition workshops during the school year and having access to more nutrition education materials were listed by teachers as the preferred ways to receive additional nutrition training. |
| Strickland, Eric | 2001 | What Children Learn Through Outdoor Play. | Early Childhood Today; Apr2001, Vol. 15 Issue 7, p 44. | Explores opportunities for teaching problem solving in children through outdoor play. Choice of play materials; Play spaces; Ways of helping children resolve conflict. |
| Tetuan, Theresa M.: McGlasson, Dawn; Meyer, Ileen | 2005 | Oral Health Screening Using a Caries Detection Device | Journal of School Nursing, v21 n5 p299-306 2005 8pp. | Children from low-income families are more likely to have dental disease and less likely to have regular dental care. Children's dental-related illnesses are responsible for more than 880,000 lost school days each year. The lack of reliable state-level data often makes monitoring the oral health of children a challenge. By conducting oral health screenings, school nurses could promote prevention and early identification of dental problems and could aid in the collection of data. This innovative project used a convenience sample of students to test a caries detection device. Children in Grades 3 and 6 (n = 2,622) received oral health screening by the school nurse using a noninvasive laser fluorescent dental device. Findings revealed that 82% of students referred to the dentists received dental care. School nurses can contribute to improving the oral health status of the school-age population by early detection of dental caries and referrals for a dental evaluation. |
| Unusan, Nurhan | 2007 | Effects of a Food and Nutrition Course on the Self-Reported Knowledge and Behavior of Preschool Teacher Candidates. | Early Childhood Education Journal; Apr2007, Vol. 34 Issue 5, p323-327. | This study examined effects of food and nutrition knowledge on the self-reported behaviors of preschool teacher candidates who completed a 10-week course. Self-reported information was gathered at entry, after completion of the course, and follow up 4 months after completion of the course. A paired t-test compared responses at pre, post and follow up. Preschool teacher candidates improved significantly between entry and at the end of the course for 9 of the 18 practices. Statistically significant improvements were also recorded for 13 of the 18 practices between entry and follow up. Overall, the nutrition course increased the nutrition knowledge of preschool teacher candidates. Further analyses are needed to evaluate immediate and longer effects of nutrition course, with larger samples, using more powerful research designs. |

| Author | Year | Document Title | Source | Abstract |
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| Van Horn, M. Lee; Ramey, Sharon L. | 2003 | The effects of developmentally appropriate practices on academic outcomes among former Head Start students and classmates, grades 1-3 | American Educational Research Journal; Volume Number: 40; Issue Number: 4; Page Range: 961-990 | An examination of the impact of developmentally appropriate practices on former Head Start students' language development and academic achievements in grades one through three. The educational ideology of Developmentally Appropriate Practices (DAP) in childhood education is influential despite remarkably little empirical study. This article relates DAP to changes in achievement and receptive language among former Head Start children and classmates in Grades 1-3 (including between 1,564 and 4,764 children in 869 to 1,537 classrooms). The authors applied multilevel growth curve modeling techniques to estimate overall DAP effects and to examine possible interactions with sex, ethnicity, grade, and poverty. The results were consistent across years, with only a few significant effects of DAP, some positive and others negative. Collectively, the results indicate that DAP as observed in classrooms accounts for little or no variation in children's academic performance. The article details the methodological and theoretical implications for future inquiry. |
| Wright, Caradee Y.; Reeder, Anthony I.; Bodeker, Gregory E.; Gray, Andrew | 2007 | Solar UVR Exposure, Concurrent Activities and Sun-Protective Practices Among Primary Schoolchildren. | Photochemistry & Photobiology; Jun2007, Vol. 83 Issue 3, p749-758. | Comprehensive measures of ultraviolet radiation (UVR) exposure, concurrent activities and sun-protective practices are needed to develop and evaluate skin cancer prevention and sun protection interventions. The UVR exposures of 345 primary schoolchildren at 23 schools around New Zealand were measured using electronic UVR monitors for 1-week periods over 12 weeks in 2004 and 2005. In addition, ambient UVR levels on a horizontal surface were measured on-site at each school. Children completed activity diaries during the period UVR measurements were made and provided information on their indoor and outdoor status and clothing and sun protection worn. Mean total daily UVR exposure (7:00–20:00 h NZST + 1) at the body location where the UVR monitors were worn was 0.9 SED (standard erythemal dose, 1 SED = 100 J m<sup>−2</sup>). This was 4.9% of the ambient UVR on a horizontal surface. Mean time spent outdoors was 2.3 h day<sup>−1</sup>. Differences in children's UVR exposure could be explained in part by activity, where outdoor passive pursuits were associated with higher UVR exposure rates than outdoor active and outdoor travel pursuits. Compared with older children, the activities of younger children, although labeled the same, resulted in different UVR exposures, either as a result of reporting differences or a real difference in UVR exposure patterns. UVR exposure rates were generally higher on weekdays compared with the weekend, confirming the important role of school sun protection and skin cancer prevention programs. High UVR exposure activities included physical education, athletics and lunch break. |
| Zhou, Mingming; Ma, Wei; Deci, Edward L. | 2009 | The importance of autonomy for rural Chinese children's motivation for learning. | Learning & Individual Differences; Dec2009, Vol. 19 Issue 4, p492-498. | Two studies applied self-determination theory (SDT) to investigate the motivation for learning of rural Chinese children. The aim was to test whether findings from studies in western individualist cultures would hold up within a very different, eastern collectivist setting. In the first study, when students" autonomous and controlled motivation for a course were entered simultaneously in a regression analysis, autonomous motivation uniquely positively predicted students" perceptions of interest, competence, and choice in the course, whereas controlled motivation uniquely negatively predicted perceptions of interest and choice. In the second study students" perceptions of instructors" autonomy support during the course predicted changes in autonomous motivation, controlled motivation, and perceived competence. These results were discussed in terms of SDT and culture. |

| Author | Year | Document Title | Source | Abstract |
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| **CATEGORY 3: WORKFORCE QUALIFCATIONS AND PROFESSIONAL DEVELOPMENT (Levels 1-4)** | | | | |
| Barnett, W. Steven | 2003 | Better Teachers, Better Preschools : Student Achievement Linked to Teacher Qualifications | NIEER Preschool Policy Matters, Issue 2.13 pp., 2003 | Once they begin kindergarten, America's children are taught by professionals with at least a four-year college degree. Prior to kindergarten, their teachers are far less prepared. Fewer than half of preschool teachers hold a bachelor's degree, and many have never even attended college. Noting that new research finds that young children's learning and development clearly depend on the educational qualifications of their teachers, this policy brief examines the relationship between student achievement and teacher qualifications, and offers recommendations for improving teacher qualifications. The brief summarizes the kinds of qualifications preschool teachers actually need, and reviews research indicating the relationship between teacher qualifications and program quality. The brief concludes with policy recommendations, including the following: (1) require preschool teachers to have a four-year college degree and specialized training; (2) design professional development programs enabling current early education teachers to acquire a four-year degree; and (3) pay preschool teachers salaries and benefits comparable to those of similarly qualified teachers in K-12 education. |
| Bella, Jill; Bloom, Paula Jorde | 2003 | The Impact of Early Childhood Leadership Training on Role Perceptions, Job Performance, and Career Decisions. | National-Louis Univ., Wheeling, IL. Center for Early Childhood Leadership. | Using the photographic concept of zoom as a metaphor for the goals of leadership training as well as the personal transformation that occurs within individuals who engage in professional development to enhance their leadership capacity, this study took a focused look at 182 individuals participating in two models of early childhood leadership training to assess the impact of such training on their role perceptions, job performance, and career decisions. The first model was a 2-year program involving 34 hours of coursework and on-site technical assistance to achieve NAEYC center accreditation. The second model entailed 110 clock hours of instruction and technical assistance over 10 months. Findings revealed that leadership training resulted in heightened empowerment and self-esteem that transformed perceptions of the administrative role. Perceptions of competency correlated more strongly with educational level than years of experience in the field or as an administrator. Individuals participating in both training models indicated that the experience gave them a new perspective on their administrative role and better enabled them to see themselves and their programs in the context of their community and their profession. Participants noted that four skill clusters had especially helped them in their management and leadership roles. |

| Author | Year | Document Title | Source | Abstract |
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| Berk, L. | 1985 | Relationship of Educational Attainment, Child Oriented Attitude, Job Satisfaction, and Career Commitment to Caregiver Behavior toward Children. | Child Care Quarterly 14: 103–129. | This study examined relationships between behaviors toward children and a variety of caregiver characteristics—formal education, child-oriented attitudes, satisfaction with child care employment, and commitment to the child care field as a career. Detailed narrative descriptions of the behavior of 37 center-based caregivers responsible for groups of three- to five-year-olds were collected and then coded according to the Prescott, Jones, and Kritchevsky (1967) observational system. Caregivers also answered attitude and job satisfaction questionnaires and provided information about their educational background and child-related preparation. Overall findings indicated that, for the most part, caregiver actions stressed caretaking as opposed to educational functions. However, variations in behavior were related to caregiver characteristics. In contrast to previous research, higher education, as well as child-related preparation, was associated with several qualities of caregiver behavior—decreases in restriction and increases in encouragement, development of children's verbal skills, and the use of indirect forms of guidance. Education was positively associated with caregiver commitment to child care as a career. Also, career commitment, child-oriented attitudes, job satisfaction, and stimulating but nondirective behaviors toward children were positively correlated with one another. Results are discussed in relation to social policies concerning the preparation and training of child care professionals. |
| Bloom, Paula J.; Sheerer, Marilyn | 1992 | The effect of leadership training on child care program quality. | Early Childhood Research Quarterly, Vol 7(4), Dec, 1992. pp. 579-594. | Documented the effectiveness of a 16-mo early childhood leadership training program on participants' level of perceived competence, the quality of classroom teaching practices, and the quality of work life for the staff at their programs. Self-report feedback from 13 Head Start teachers and 9 directors of Head Start centers who participated in the program indicated a significant increase in their perceived level of knowledge and skill in 5 task performance areas. Posttest observations of classroom quality revealed a significant improvement in the quality of classroom teaching practices compared to 22 Head Start directors and lead teachers who did not receive training. There was a significant improvement in clarity of program policies, degree of program innovativeness, opportunities for professional growth, and staff's level of perceived decision-making influence. |
| Bueno, Marisa Darling-Hammond, Linda | 2010 | A Matter of Degrees: Preparing Teachers for the Pre-K Classroom | The Pew Center on the State; Education Reform Series March 2010<br><br>http://www.preknow.org/documents/teacherquality_march2010.pdf | Teacher effectiveness is among the most important factors impacting the quality of pre-kindergarten programs. When teachers hold a bachelor's degree and have specialized training in early childhood education, they are better able to support children's healthy development and school readiness. State and federal leaders should implement policies to require and encourage a higher level of pre-k teacher preparation and provide support systems that help educators attain advanced qualifications. |

| Author | Year | Document Title | Source | Abstract |
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| Burchinal, Margaret; Cryer, Debby; Clifford, Richard M.; Howes, Carollee | 2002 | Caregiver training and classroom quality in child care centers | Applied Developmental Science, Volume 6, Issue 1 January 2002, pages 2 – 11. | Previous studies consistently indicate that caregivers with more formal education in early childhood tend to provide higher quality child care. Caregiver training in these studies was characterized by the highest level of formal education that the caregiver achieved. Nevertheless, many caregivers continue to receive further training such as attending workshops or classes, even if they have obtained higher levels of formal education previously. In this study of 553 infant, toddler, and preschool-center classrooms, the association between classroom quality and both the highest level of formal education and whether the caregiver had attended training workshops at the center, in the community, or at professional meetings was examined. Results indicated that caregivers with formal education in early children or who attended workshops were rated as more sensitive in interactions with children and as providing higher quality care than other caregivers, even after adjusting for the caregivers' experience and differences. |
| Chen, Jie-qi; McNamee, Gillian | 2006 | Strengthening Early Childhood Teacher Preparation: Integrating Assessment, Curriculum Development, and Instructional Practice in Student Teaching | Journal of Early Childhood Teacher Education 27: 109-128, 2006. | This paper examines the effectiveness of "Bridging"--a performance-based assessment and curriculum development tool for teachers of young children--in shaping preservice teachers' learning and teaching experiences. The experiences are examined for evidence of whether the use of "Bridging" during the student teaching period 1) facilitates student teacher acquisition of new knowledge about individual children as diverse learners, 2) helps student teachers gain a deeper understanding of content knowledge in a range of subject areas, and 3) strengthens their ability to use assessment results to inform curriculum planning and teaching. A 5-year implementation study indicates positive results with regard to all three questions. The discussion focuses on components and processes of Bridging that are key to student teacher development. These include constructing learning profiles for individual children, recognizing children's zones of proximal development in different curricular areas, using assessment to inform curriculum and instruction, and working on these goals in a community of learners. |
| Clarke-Stewart, K. Alison; Vandell, Deborah Lowe; Burchinal, Margaret; O'Brien, Marion; McCartney, Kathleen | 2002 | Do regulable features of child-care homes affect children's development? | Early Childhood Research Quarterly; 2002 1st Quarter, Vol. 17 Issue 1, p52. | Authors analyzed data from the NICHD Study of Early Child Care to assess whether regulable features of child-care homes affect children's development. Sampled child-care homes were those in which there were at least two children and the care provider received payment for child care when the study children were 15 months old, 172 at 24 months, and 146 at 36 months). Caregivers who were better educated and had received more recent and higher levels of training provided richer learning environments and warmer and more sensitive care giving. Caregivers who had more child-centered beliefs about how to handle children also provided higher quality care giving and more stimulating homes. In addition, when settings were in compliance with recommended age-weighted group size cut-offs, caregivers provided more positive care giving. Quality of care was not related to caregivers' age, experience, professionalism, or mental health, or to the number of children enrolled in the child-care home or whether the caregivers' children were present. Children with more educated and trained caregivers performed better on tests of cognitive and language development. Children who received higher quality care, in homes that were more stimulating, with caregivers who were more attentive, responsive, and emotionally supportive, did better on tests of language and cognitive development and also were rated as being more cooperative. These findings make a case for regulating caregivers' education and training and for requiring that child-care homes not exceed the recommended age-weighted group size. |

| Author | Year | Document Title | Source | Abstract |
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| Early DM; Maxwell KL; Burchinal M; Alva S; Bender RH; Bryant D; Cai K; Clifford RM; Ebanks C; Griffin JA; Henry GT; Howes C; Iriondo-Perez J; Jeon HJ; Mashburn AJ; Peisner-Feinberg E; Pianta RC; Vandergrift N; Zill N | 2007 | Teachers' education, classroom quality, and young children's academic skills: Results from seven studies of preschool programs. | Child Development, 78, 558–580. | In an effort to provide high-quality preschool education, policymakers are increasingly requiring public preschool teachers to have at least a Bachelor's degree, preferably in early childhood education. Seven major studies of early care and education were used to predict classroom quality and children's academic outcomes from the educational attainment and major of teachers of 4-year-olds. The findings indicate largely null or contradictory associations, indicating that policies focused solely on increasing teachers' education will not suffice for improving classroom quality or maximizing children's academic gains. Instead, raising the effectiveness of early childhood education likely will require a broad range of professional development activities and supports targeted toward teachers' interactions with children. |
| Early, Diane M.; Bryant, Donna M.; Pianta, Robert C.; Clifford, Richard M.; Burchinal, Margaret R.; Ritchie, Sharon; Howes, Carollee; Barbarin, Oscar | 2006 | Are Teachers' Education, Major, and Credentials Related to Classroom Quality and Children's Academic Gains in Pre-Kindergarten? | Early Childhood Research Quarterly, v21 n2 p174-195 2006. 22 pp. | To date, few studies of state-funded pre-kindergarten have fully addressed questions about the association between teachers' education, major, and credentials with classroom quality or children's academic gains. The current paper uses data from the National Center for Early Development and Learning's (NCEDL) Multi-State Study of Pre-Kindergarten, involving 237 pre-kindergarten classrooms and over 800 children, randomly selected from six states with well-established state-funded pre-kindergarten programs. The study includes multiple days of classroom observation, direct child assessments of children's early academic skills in the fall and spring of the pre-kindergarten year, and questionnaires from teachers. For the current paper, teachers' education has been operationalized in three different ways (years of education, highest degree, and Bachelor's versus no Bachelor's). Additionally, the paper considers the role of college major, state teaching certification, and CDA credential. Consistent with findings in the K-12 literature, this study finds few associations between any of the measures of education, major, or credentials and classroom quality or children's outcomes. Teachers' education, regardless of how it is operationalized, is linked to gains in children's math skills across the pre-k year, and the CDA credential is linked to children's gains in basic skills; however, education, training, and credentialing are not consistently related to classroom quality or other academic gains for children. |

| Author | Year | Document Title | Source | Abstract |
|---|---|---|---|---|
| Early, Diane M.; Maxwell, Kelly L.; Burchinal, Margaret; Alva, Soumya; Bender, Randall H.; Bryant, Donna; Cai, Karen; Clifford, Richard M.; Ebanks, Caroline; Griffin, James A.; Henry, Gary T.; Howes, Carollee; Iriondo-Perez, Jeniffer; Jeon, Hyun-Joo; Mashburn, Andrew J.; Peisner-Feinberg, Ellen; Pianta, Robert C.; Vandergrift, Nathan; Zill, Nicholas | 2007 | Teachers' Education, Classroom Quality, and Young Children's Academic Skills: Results from Seven Studies of Preschool Programs | Child Development, v78 n2 p558-580 Mar-Apr 2007. | In an effort to provide high-quality preschool education, policymakers are increasingly requiring public preschool teachers to have at least a Bachelor's degree, preferably in early childhood education. Seven major studies of early care and education were used to predict classroom quality and children's academic outcomes from the educational attainment and major of teachers of 4-year-olds. The findings indicate largely null or contradictory associations, indicating that policies focused solely on increasing teachers' education will not suffice for improving classroom quality or maximizing children's academic gains. Instead, raising the effectiveness of early childhood education likely will require a broad range of professional development activities and supports targeted toward teachers' interactions with children. |
| Fuligni, Allison Sidle; Howes, Carollee; Lara-Cinisomo, Sandraluz; Karoly, Lynn | 2009 | Diverse Pathways in Early Childhood Professional Development: An Exploration of Early Educators in Public Preschools, Private Preschools, and Family Child Care Homes | Early Education and Development, *20*(3), 507-526. | Research Findings: This article presents a naturalistic investigation of the patterns of formal education, early childhood education training, and mentoring of a diverse group of urban early childhood educators participating in the Los Angeles: Exploring Children's Early Learning Settings (LA ExCELS) study. A total of 103 preschool teachers and family child care providers serving primarily low-income 3- and 4-year-old children in Los Angeles County provided data on their education, training, and beliefs about teaching. This sample worked in public center-based preschool programs including Head Start classrooms and state preschool classrooms (n = 42), private nonprofit preschools including community-based organizations and faith-based preschools (n = 42), and licensed family child care homes (n = 19). This study used a person-centered approach to explore patterns of teacher preparation, sources of support, supervision, and mentoring across these 3 types of education settings and how these patterns are associated with early childhood educators' beliefs and practices. Findings suggest a set of linkages between type of early education setting, professional development, and supervision of teaching. Public preschools have the strongest mandates for formal professional development and typically less variation in levels of monitoring, whereas family child care providers on average have less formal education and more variability in their access to and use of other forms of training and mentorship. Four distinct patterns of formal education, child development training, and ongoing mentoring or support were identified among the educators in this study. Associations between professional development experiences and teachers' beliefs and practices suggest the importance of higher levels of formal training for enhancing the quality of teacher-child interactions. Practice or Policy: Implications of the findings for changing teacher behaviors are discussed with respect to the setting context. |

| Author | Year | Document Title | Source | Abstract |
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| Greenwald, R., Hedges, L., & Laine. R. | 1996 | The Effect of School Resources on Student Achievement. | Review of Educational Research, 66, 361-396. | A universe of education production function studies was assembled in order to utilize meta-analytic methods to assess the direction and magnitude of the relations between a variety of school inputs and student achievement. The 60 primary research studies aggregated data at the level of school districts or smaller units and either controlled for socioeconomic characteristics or were longitudinal in design. The analysis found that a broad range of resources were positively related to student outcomes, with effect sizes large enough to suggest that moderate increases in spending may be associated with significant increases in achievement. The discussion relates the findings of this study with trends in student achievement from the National Assessment of Educational Progress and changes in social capital over the last two decades.....Thus there is evidence of positive coefficients associated with each of these input variables in the combined significance analyses. This result appears to be quite robust. It holds for both the full analysis of studies and the robustness (trimmed) sample, for both the entire collection of studies and the more recent (post-1970) studies, and for the subsamples created for the variables teacher education, teacher experience, and school size. |
| Howes | 1997 | Children's experiences in center based child care as a function of teacher background and adult child ratio, | Merrill-Palmer Quarterly, 43(3):404-25. | Two studies examined impact of teacher background and teacher/child ratio on child and teacher behavior in a child care environment. Both studies indicate more effective performances produced by teachers with higher degrees. One study suggests lower ratios are more effective. No interactive effect of ratio and background was noted. |
| Jennifer A., Vu; Jeon, Hyun-Joo; Howes, Carollee | May 2008 | Formal education, credential, or both: Early childhood program classroom practices | Early Education and Development; Volume Number: 19; Issue Number: 3; Page Range: 479-504. | A study of the relationship between classroom quality and the credentials and educational levels of teachers in a sample of 231 early education classrooms<br>Research Findings: This study is intended to widen the debate around the bachelor's degree (BA) as preparation for early childhood teaching when head teachers possess various levels of credentials and education. The study examined classroom quality and teacher involvement in 231 classrooms sponsored by 122 different agencies, staffed and supervised by teachers and program directors who had varying levels of credentials within the California Child Development Permit. The study found that not only teachers' education and credential level but also the credential level of the program director as well as auspice predicted classroom quality. |
| Karen Taylor and Donna Bryant | 2002 | Demonstrating Effective Child Care Quality Improvement | http://www.fpg.unc.edu/smartstart/ | Research shows that child care quality is related to children's readiness to succeed in kindergarten. Accordingly, local Smart Start partnerships have designed and implemented a variety of quality improvement initiatives for child care centers and family child care homes. Several partnerships have made remarkable progress, in spite of the fact that the literature provides little guidance as to which types of technical assistance (TA) activities might work best for which types of programs. This report describes the strategies and activities that 12 highly successful partnerships have used to significantly improve the number of high quality child care programs in their county or region. Through 37 interviews with key participants in these partnerships, the study discovered that key factors repeatedly mentioned were: strong leadership; strategic planning for a system of quality improvement programs; support for the education and professional development of the work force; financial rewards for higher education and improved quality; on-site, customized technical assistance; and effective collaborations with multiple community agencies. |

| Author | Year | Document Title | Source | Abstract |
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| Kontos, Susan; Howes, Carollee; Galinsky, Ellen | 1996 | Does training make a difference to quality in family child care? | Early Childhood Research Quarterly, Volume 11, Issue 4, December 1996, Pages 427-445. | An article on the characteristics of family child care providers who seek training and the effects of training on child care quality. - The purpose of this study was to determine which family child care providers seek training, which providers drop out of training, and the effects of training on the quality of care offered by providers. One-hundred thirty family child care providers in three communities who enrolled in Family-to-Family training participated in the study. A comparison group consisted of 112 regulated providers in those same communities who were not involved in the training program under investigation. Each provider was observed for 3 hrs, was interviewed, and completed questionnaires. Providers in training were observed prior to training and 6 months afterwards. Results revealed that providers who sought training were very similar to typical regulated providers. Providers who dropped out of training were less experienced and used fewer business and safety practices than providers who completed it. Training increased global quality in two out of three sites, but did not affect process quality. |
| Pianta, Robert C.; Howes, Carollee; Burchinal, Margaret; Bryant, Donna M.; Clifford, Richard M.; Early, Diane Marie; Barbarin, Oscar | 2005 | Features of pre-kindergarten programs, classrooms, and teachers: Do they predict observed classroom quality and child-teacher interaction? | Applied Developmental Science, Volume 9, Issue 3 July 2005, pages 144 – 159. | An observational study of the extent to which features of programs, classrooms, and teachers contribute to quality and teacher–child interactions in a sample of 238 classrooms in 6 state-funded pre-kindergarten programs - This study draws from the National Center for Early Development and Learning's Multi-State Pre-Kindergarten Study to examine the extent to which program, classroom, and teacher attributes of the program ecology predict observed quality and teacher-child interactions in a sample of 238 classrooms representing 6 states' pre-kindergarten programs. Quality was assessed observationally at the global level and for specific teaching practices. Quality was lower in classrooms with more than 60% of the children from homes below the poverty line, when teachers lacked formal training (or a degree) in early childhood education, and held less child-centered beliefs. Program and teacher attributes were statistically significant, albeit quite modest, predictors of observed quality. Location of the program in a school building, child:staff ratio, and length of day had no relation to quality. State-level factors not attributable to the teacher, program, and classroom factors. |
| Rowan, B.; Correnti, R.; Miller, R.J. | 2002 | Insights From the Prospects Study of Elementary Schools. | Teachers College Record; Dec2002, Vol. 104 Issue 8, p1525-1567. | This paper discusses conceptual and methodological issues that arise when educational researchers use data from large–scale, survey research to examine the effects of teachers and teaching on student achievement. Using data from Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity 1991–1994, the study show that researchers' use of different statistical models has led to widely varying interpretations about the overall magnitude of teacher effects on student achievement. However, the study concludes that in well–specified models of academic growth, teacher effects on elementary school students' growth in reading and mathematics achievement are substantial (with d–type effect sizes ranging from .72 to .85). The study also concludes that various characteristics of teachers and their teaching account for these effects, including variation among teachers in professional preparation and content knowledge, use of teaching routines, and patterns of content coverage, with effect sizes for variables measuring these characteristics of teachers and their teaching showing d–type effect sizes in the range of .10. The paper concludes with an assessment of the current state of the art in large–scale, survey research on teaching. Here, the study concludes that survey researchers must simultaneously improve their measures of instruction while paying careful attention to issues of causal inference. [Abstract From Author] |

| Author | Year | Document Title | Source | Abstract |
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| Saracho, Olivia N.; Spodek, Bernard | 2006 | Preschool Teachers' Professional Development | Chapter 24 from *Handbook of Research on the Education of Young Children Second Edition*(Eds. Spodek, Bernard; Saracho, Olivia); Lawrence Erlbaum Associates, Inc. | Authors concluded that teacher's advanced education helps them to become more sensitive, appropriate, and able to create responsive learning environments. The studies support the conclusion that optimum teacher behavior, skills, and knowledge are best achieved through a 4-year college degree in early childhood education or child development. (p.436) |
| Sitton, Linda A., Tennessee State U., US | 2008 | The relationship among organizational practices, director level of education, experience, and child care center program quality in Tennessee. | ProQuest® Dissertations & Theses | This research focused on Tennessee's child care directors' level of education and experience; specific organizational practices, and program quality as measured by (a) the Program Assessment scores (ECERS) or (b) NAEYC Accreditation status. The stratified random sample was 294 child care center directors from 80 urban and rural counties comprising the West, Middle, and a portion of East Tennessee. The survey instrument included a format of multiple-choice, yes/no, and fill-in the blank questions and yielded a 57.8% return rate. The 170 responses describe more than half of directors as working in not-for-profit centers located in urban areas; operating full-time year-round; and serving 51-100 children. Ten percent of the centers were accredited by the NAEYC and the average Program Assessment score (ECERS) was 4.55, which represents quality as between minimal and good. The highest level of education for 49.1% of directors was the completion of the 30 hour Tennessee Early Childhood Training Alliance (TECTA) Orientation. Twenty-eight percent reported having earned the bachelor's degree in a major other than early childhood. Experience as director, on average, was 10 years and averaged 18 years in the early childhood field. A statistically significant relationship was found between the directors' level of education and the specific organization practices of lead teacher education requirement, lead teacher salary, the number of family involvement opportunities, and the number of staff benefits. A statistically significant relationship was found between director education and Program Assessment scores (ECERS). However, there was no significance between director experience and scores. A total of 21% of the variance in the Program Assessment scores (ECERS) may be attributed to lead teacher qualifications, director level of professional involvement, and years of experience as a director. A total of 23% of the variance in NAEYC Accreditation status may be attributed to lead teacher pay and the number of family supports. It is recommended that the Tennessee Department of Human Services' minimal licensing standards be increased specifically in the area of the pre-service education requirements for directors. Research supports the significant impact director education has on organizational practices and Program Assessment scores (ECERS). |

| Author | Year | Document Title | Source | Abstract |
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| Vu, Jennifer A.l; Hyun-Joo Jeon; Howes, Carollee | 2008 | Formal education, credential, or both: Early childhood program classroom practices | Early Education and Development; Volume Number: 19; Issue Number: 3; Page Range: 479-504 | This study is intended to widen the debate around the bachelor's degree (BA) as preparation for early childhood teaching when head teachers possess various levels of credentials and education. The study examined classroom quality and teacher involvement in 231 classrooms sponsored by 122 different agencies, staffed and supervised by teachers and program directors who had varying levels of credentials within the California Child Development Permit. The study found that not only teachers' education and credential level but also the credential level of the program director as well as auspice predicted classroom quality. In private, nonprofit programs as well as Head Start/general child care programs, teacher BAs did predict classroom quality, but when classrooms were sponsored by school districts and the state, preschool program teacher BAs were not as predictive of classroom quality. Practice or Policy: These findings point to the importance of considering not only teachers' education but also the effects of supervision and auspice when examining the influences of variations in professional development on classroom quality. |
| Whitebook, Marcy | 2003 | Bachelor's Degree Are Best: Higher Qualifications for Pre-Kindergarten Teachers Lead to Better Learning Environments for Children | The Trust for Early Education http://www.trustforearlyed.org/docs/Whitebook. | Over half of child care center teaching staff and a third of directors interviewed in 1996 had left their centers by 2000. The demographic and professional profiles of those who left and stayed at their centers were similar. Among those who left, only half continued to work in child care. Highly trained teaching staff were more likely to leave their jobs if they earned lower wages, worked in a climate with less stability of highly trained co-workers, and worked with a greater percentage of teaching staff who did not have a bachelor's degree. Directors were more likely to leave if they earned lower wages. The study extends previous research by revealing the links among the characteristics and stability of the teaching staff as a whole and the retention of highly trained teachers. It also underscores the multi-faceted benefits resulting from paying higher wages to all staff. |
| Whitebook, Marcy; Gomby, Deanna; Bellm, Dan; Sakai, Laura; Kipnis, Fran | 2009 | Preparing Teachers of Young Children: The Current State of Knowledge, and a Blueprint for the Future | Center for the Study of Child Care Employment; Policy Report May 2009 | The articles proposes recommendations for K-12, ECE research, and public policy stressing the importance of taking into account the quality of pre- and in-service training for teachers. The general recommendations for K-12 and ECE research include: 1. A cross-systems approach; 2. An "ecological framework; 3. A clearer focus on outcomes; 4. A new ECE data infrastructure; 5. Evaluation of publicly funded teacher preparation, induction, and professional development. Implications of public policy include: 1. Increased investment in two-year, four-year, and graduate ECE degree programs in institutions of higher education; and 2. A system of program grants for ongoing professional development for ECE teachers. |
| **CATEGORY 4: FAMILY AND COMMUNITY ENGAGEMENT (Levels 1-4)** | | | | |
| Barnard, Wendy Miedel | 2004 | Parent involvement in elementary school and educational attainment | Children & Youth Services Review; Jan2004, Vol. 26 Issue 1, p39. | While educational success in high school can be linked to elementary school achievement, there is little evidence that parent involvement in elementary school provides lasting benefits to children through high school. Using data from the Chicago Longitudinal Study, this study investigated the association between parent involvement in elementary school and success in high school. Parent involvement in school (based on teacher and parent reports) and parent reports of home involvement were used to determine if greater reported parent involvement was associated with indicators of school success. Results indicated that even after controlling for background characteristics and risk factors, parent involvement in school was significantly associated with lower rates of high school dropout, increased on-time high school completion, and highest grade completed. This study suggests that parent involvement in school is an important component in early childhood education to help promote long-term effects. |

| Author | Year | Document Title | Source | Abstract |
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| Bassok, Daphna; Stipek, Deborah J.; Inkelas, Moira; Kuo, Alice A. | 2005 | Building community systems for young children: Early childhood education | Building State Early Childhood Comprehensive Systems Series No.11; University of California, Los Angeles, National Center for Infant and Early Childhood Health Policy | A discussion of the importance and funding sources of early child care and education, and the ways in which the State Early Childhood Comprehensive Systems Initiative (SECCS) improves early childhood outcomes. |
| Brown, Elizabeth Glyn; Amwake, Carolynn; Speth, Tim; Scott-Little, Catherine | 2002 | The continuity framework: A tool for building home, school, and community partnerships | Early Childhood Research & Practice, 4(2). | A presentation of training materials developed to aid in the establishment of viable community partnerships and, in turn, to assist these collaboratives in the planning and monitoring of services for children. |
| Bryant, Donna M.; Maxwell, Kelly; Burchinal, Margaret | 1999 | Effects of a community initiative on the quality of child care | Early Childhood Research Quarterly, Volume 14, Issue 4, 1999, Pages 449-464. | A study of the impact of Smart Start, a state-funded program to implement local quality improvement initiatives on preschool quality - Examined the effects of a broad-based community initiative (Smart Start) to improve the quality of child care for preschoolers. Data were collected in 1994 and 1996 from over 180 child care centers in 12 counties implementing the community initiative. The quality of child care, as measured by the Early Childhood Environment Rating Scale, was significantly higher in 1996 than 1994, both across the entire sample and across the subset of 91 centers observed in both years. The quality of child care in 1996 was significantly related to the number of local quality improvement activities in which the child care centers participated. This and additional evidence presented in the paper show that a comprehensive community initiative can improve child care quality if significant funds and activities are focused on the issue. |
| Cellitti, Anarella | 2010 | Working Effectively With Interpreters | Dimensions of Early Childhood; Winter 2010; Volume 38, Number 1; pp.31-36. | The article discusses the difference between the two terms, interpretation and translation, and also gives suggestions of ways to use a interpreter effectively in various early childhood settings. |

| Author | Year | Document Title | Source | Abstract |
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| Coleman, Brittany; McNeese, Mary Nell | 2009 | From Home to School - The Relationship Among Parental Involvement, Student Motivation, and Academic Achievement | International Journal of Learning; 2009, Vol. 16 Issue 7, p459-470, 12p. | This research study investigated the interrelationships among fifth grade students' academic achievement, their parents' involvement, and their motivation. The 9,080 students and their parents were a nationally representative sample, whose responses were made available to us through the Early Childhood Longitudinal Program (ECLS) in the National Center for Education Statistics (NCES). The specific demographic information on the sample will be presented. Results of the analysis of these quantitative data showed that the interrelationship between academic achievement and student motivation was direct, meaning that rising student motivation was likely to be associated with rising academic achievement. By contrast, the interrelationship between parental involvement and student motivation was an inverse relationship, as was the interrelationship between parental involvement and academic achievement. These inverse interrelationships mean that an increase in parental involvement was usually associated with a decrease in both student motivation and academic achievement. These inverse relationships between parental involvement and student motivation and parental involvement and academic achievement were unexpected. It is possible that this can be explained by the students' ages and maturity levels. Several students are entering puberty at this age and becoming more and more independent. With this, children tend to depend less on their parents and often want them less involved. One might assume that the students both begin resisting the support their parents provide by volunteering at their schools and start to distance themselves. These results have implications for policy and practice, i.e. that parents of fifth grade students should consider the impact of their involvement on their children. Additionally, participants will be encouraged to consider these variables from their respective experiences. |
| Egeland, Byron; Englund, Michelle M.; Luckner, Amy E.; Whaley, Gloria J. L. | 2004 | Children's achievement in early elementary school: Longitudinal effects of parental involvement, expectations, and quality of assistance | Journal of Educational Psychology, Volume 96, Issue 4, December 2004, Pages 723-730. | A longitudinal study exploring the relationship between children's academic achievement and parents' involvement in their children's school experience, their expectations regarding their children's achievement, and quality of instruction prior - In this prospective, longitudinal study, the authors examined the relations among parental behaviors, parental expectations, and children's academic achievement. Participants were 187 low-income children and their mothers, studied from birth of the child through 3rd grade. Mothers' quality of instruction prior to school entry had significant direct effects on IQ and indirect effects on achievement in 1st and 3rd grades. Parental expectations in 3rd grade had significant direct effects on parental involvement in 3rd grade. Children's achievement in 1st grade had significant direct effects on parental involvement and expectations in 3rd grade. Parental involvement in 3rd grade had a significant direct effect on achievement in 3rd grade. Results suggest that early parenting factors are important for children's academic achievement. |
| Ford, Ruth M., Evans, Daphne, McDougall, Siné J. P., | 2003 | Progressing in Tandem: A Sure Start initiative for enhancing the role of parents in children's early education. | Educational and Child Psychology, Vol 20(4), 2003. pp. 80-95. | The Tandem Project is an educational programme, targeting preschoolers, sponsored by the DfEE Sure Start initiative. It aims to encourage parents from low-SES backgrounds to take a greater role in preparing their children for school. Parents are given a series of games to play with their children designed to develop basic pre-reading and numerical skills. Pre-reading games include listening to stories, learning about the representational qualities of print, reciting nursery rhymes, recognising and discriminating shapes and letters, and analysing the sounds of words. Numerical games include learning about length, size, and quantity, linking concepts about quantity with the number system, counting, and recognising written numerals. A preliminary study found the programme was successful in developing children's skills although outcomes were moderated by family socio-economic status. The implications for involving parents in the education of their preschool children are discussed. |

| Author | Year | Document Title | Source | Abstract |
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| Halfon, Neal; Uyeda, Kimberly; Inkelas, Moira; Rice, Thomas | 2004 | Building bridges: A comprehensive system for healthy development and school readiness. | Building State Early Childhood Comprehensive Systems Series No.1; University of California, Los Angeles, National Center for Infant and Early Childhood Health Policy | A presentation of a set of principles that states can use to advance their planning process, reach out to new partners, develop collaborative strategies, and build a foundation for the implementation phase of the State Early Childhood Comprehensive Systems (SECCS) initiative. |
| Hicks, Darrin | 2010 | Generating and Sustaining Commitment in Community Collaboration | Paper presented at the Collaborations in Early Care and Education: Establishing a Framework for a Research Agenda Conference, Washington, DC | Hicks research shows a strong relationship between the quality of collaborations and desired outcomes. Hicks suggests that trust among participants in a collaboration, duration of the collaboration and quality of the collaboration are correlated with program and child-level outcomes. |
| Hughes, Patrick; MacNaughton, Glenda | 2000 | Building Equitable Staff-Parent Communication in Early Childhood Settings: An Australian Case Study | Paper presented at the Annual Conference and Exhibition of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000). | International research has consistently found that early childhood staff are anxious about their relationships with parents. This qualitative study examined the perceptions of early childhood staff from a variety of early childhood settings in Australia regarding their experience with the federal government's Quality Improvement and Accreditation Scheme (QIAS). The study focused on their perceptions of the requirement for centers to involve parents in their programs. Participating in this ongoing study thus far have been 15 staff from 3 centers from diverse areas in Australia. Most participants had formal training in early childhood education and were Anglo-Australian. Data were collected by means of a structured questionnaire, semi-structured focus group discussions, and telephone interviews with individuals. Four interpretive case studies were generated, each highlighting key communication strategies that staff associated with "good" parent involvement practices... The findings revealed that participants were consistently ambivalent about involving parents in their program because developing a shared understanding with parents about what was in the best interests of their child was neither easy nor guaranteed. |

| Author | Year | Document Title | Source | Abstract |
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| Jinnah, Hamida Amirali; Walters, Lynda Henley | 2008 | Including Parents in Evaluation of a Child Development Program-Relevance of Parental Involvement | Early Childhood Research & Practice (ECRP); Mar2008, Vol. 10 Issue 1, p1-1. | Program evaluation practices in early childhood care and education have been underdeveloped compared to the larger field of educational evaluation. The inclination not to include parental views in evaluation is mainly a result of the problem of positive response bias. Researchers who study client satisfaction with educational or child care programs find that parental satisfaction ratings are mostly positive. This study helps address the problem by considering the influence of parental involvement and underscores the importance of considering parental satisfaction ratings in program evaluation. Purposive sampling was used. Parents of children in a child development program were given questionnaires assessing parental satisfaction with the program and their perceived involvement in the program. Regression analysis revealed that parental involvement positively predicted a parent's level of satisfaction with the program. To explore the specific areas of satisfaction in greater depth, cluster analysis was used to identify two distinct groups of parents based on their involvement. The differences and similarities between clusters are discussed. Results have implications for researchers, practitioners, administrators, and policy makers. |
| Jones, Michelle Ganow | 2003 | Coordinating with Head Start programs to support low-income working families | Welfare Information Network Issues Notes. | This Issue Note examines the role Head Start plays as a support for low-income working families and their children. It describes coordination strategies for Head Start programs and other agencies to better meet the early care and education needs of this population. Next, the Issue Note explores issues being raised in the Head Start reauthorization debate that may affect how the program provides services to low-income working families. Finally, this Issue Note summarizes key research findings and shares examples of innovative practices at the state and local levels. It provides resources for additional information, including relevant publications and organizations. [from Author] |
| Kahn, Ruth; Stemler, Steven; Berchin-Weiss, Janice | 2009 | Enhancing Parent Participation in Early Intervention Through Tools That Support Mediated Learning. | Journal of Cognitive Education & Psychology; 2009, Vol. 8 Issue 3, p269-287. | The Ready to Learn parent-infant education program of the Lexington School for the Deaf in New York is a family-centered early intervention program. The staff used two new measurement instruments to scaffold their efforts to establish a collaborative relationship with parents who represent a variety of cultures and socioeconomic levels. The results demonstrate that these instruments can effectively measure changes in parents' interactive behavior with teachers and with their children, as well as their active participation as mediators of their children's learning opportunities over time. Specifically, the results indicate that parents contributed to setting goals for their children and the domains of the goals were consistent with the cognitive and family-centered focus of the program. Further, parents made significant gains in their ability to share information with staff, address their children's hearing and communication needs, participate in meetings, and collaborate during assessment and team meetings over time. |
| Karen Taylor and Donna Bryant | 2002 | Demonstrating Effective Child Care Quality Improvement | http://www.fpg.unc.edu/smartstart/ | Research shows that child care quality is related to children's readiness to succeed in kindergarten. Accordingly, local Smart Start partnerships have designed and implemented a variety of quality improvement initiatives for child care centers and family child care homes. Several partnerships have made remarkable progress, in spite of the fact that the literature provides little guidance as to which types of technical assistance (TA) activities might work best for which types of programs. This report describes the strategies and activities that 12 highly successful partnerships have used to significantly improve the number of high quality child care programs in their county or region. Through 37 interviews with key participants in these partnerships the study discovered that key factors repeatedly mentioned were: strong leadership; strategic planning for a system of quality improvement programs; support for the education and professional development of the work force; financial rewards for higher education and improved quality; on-site, customized technical assistance; and effective collaborations with multiple community agencies. |

| Author | Year | Document Title | Source | Abstract |
|---|---|---|---|---|
| Kopacsi, Rosemarie; Koopmans, Matthijs | 1992 | Even Start: An Assessment of Parent Involvement in Early Childhood Education-1990-1991. | Newark Board of Education, NJ. Office of Planning, Evaluation and Testing (http://www.eric.ed.gov/PDFS/ED360340.pdf) | A first stage evaluation of the Even Start Program of the Newark (New Jersey) public schools is presented. Even Start is an early childhood parental involvement program in its third year of implementation. Goals are to involve parents as active partners, to help children develop cognitively and affectively, and to improve adult literacy and English fluency skills. Three survey instruments were used to measure parental involvement. A survey of attitudes and practices of parent involvement was completed by 34 participating parents and 132 non-program parents. A survey of teacher attitudes and practices was completed by 11 participating teachers and 11 non-participating teachers. Seventeen project staff completed a survey about project implementation. Findings reflect a common theme of improved collaborations and reciprocal parent/staff decision making. Both staff and parents report a better understanding of children's problems and improved communication. These preliminary findings can serve to guide program improvement efforts and district planning. Study data are presented in 28 tables. Two appendixes contain the assessment measures and the means and standard deviations for the teacher survey responses. |
| Lahaie, Claudia | 2008 | School Readiness of Children of Immigrants -Does Parental Involvement Play a Role | Social Science Quarterly (Blackwell Publishing Limited); Sep2008, Vol. 89 Issue 3, p 684-705. | Using data from the Early Childhood Longitudinal Survey—Kindergarten Cohort, this article analyzes the link between parental involvement and the school readiness of children of immigrants. Methods. Multivariate regression models estimate the association between parental involvement and the school readiness in English proficiency and math scores of children of immigrants. They also estimate the impact of this association on the gap in math scores between children of immigrants and children of natives. Results. Results demonstrate that parental involvement is associated with an increase in the level of English proficiency for children of immigrants. Parental involvement also is associated with a decrease in the gap in math scores between immigrant children from English- and non-English-speaking backgrounds. Parental involvement decreases the gap in math scores between children of immigrants and children of the native born by a third of a standard deviation. Conclusion. Given that parental involvement appears to benefit children of immigrants and given that they have lower academic achievement than children of the native born, these findings suggest that parental involvement policies and practices targeting children of immigrants could help decrease the academic achievement gap between children of immigrants and children of the native born. |
| Mann, Mary Beth, Pearl, Peggy, Behle, Pamela D. | 2004 | Effects Of Parent Education On Knowledge And Attitudes | Adolescence; Summer2004, Vol. 39 Issue 154, p355-360. | This study evaluated 42 pregnant and parenting adolescents (aged 13 to 20 years) and adults (who began parenting as adolescents) enrolled in parenting classes. The Parent as a Teacher Inventory and the Adult-Adolescent Parenting Inventory were used to measure change in knowledge and attitudes following participation in the classes. The findings indicated significant improvement as a result of parent education. |

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| Marcon, Rebecca A., | 1999 | Positive relationships between parent school involvement and public school inner-city preschoolers' development and academic performance | School Psychology Review, Vol 28(3), 1999. Special issue Beginning school ready to learn Parental involvement and effective educational programs. pp. 395-412. | Teacher ratings were used to identify the extent of parent involvement for 3 cohorts of predominantly low-income, urban 4-yr-olds (N = 708) attending public prekindergarten or Head Start programs. The classroom edition of the Vineland Adaptive Behavior Scales was used to measure preschoolers' language, self-help, social, motor, and adaptive development. Mastery of early basic school skills was measured by the school district's Early Childhood Progress Report. Increased parent school involvement and more active types of parent involvement were both associated with more positive development in all Vineland domains and greater mastery of early basic school skills in all subject areas. Although girls outperformed boys in all measures except 4 Vineland subdomains (expressive language, domestic skills, play and leisure, and gross motor skills), increased parent school involvement was associated with especially positive development and academic performance in preschool boys. Previous research had not identified a differential relationship between parent involvement and outcomes for preschool boys and girls. |
| McBride, Brent A.; Bae, Ji-Hi; Blatchford, Kristina | 2003 | Family-school-community partnerships in rural PreK at-risk programs | Journal of Early Childhood Research, 1(1), 49-72. | A study using focus groups to examine how parents, teachers, and administrators perceive the purpose of rural prekindergarten at-risk programs and to examine factors that they consider to act as possible barriers to effective family-school-community partnerships. |
| Miedel, Wendy T.; Reynolds, Arthur J. | 1999 | Parent involvement in early intervention for disadvantaged children: Does it matter? | Journal of School Psychology, Volume 37, Issue 4, Winter 1999, Pages 379-402. | A study of parental involvement in early intervention curricula, such as participation in activities in their children's preschool and kindergarten classes and the frequency of their participation, and their children's later school competence - Studies the association between parent involvement in early intervention and children's later school competence. Results indicated that even after controlling for family background, the number of activities in which parents participated in preschool and kindergarten was significantly associated with higher reading achievement, with lower rates of grade retention at age 14, and with fewer years in special education. |
| National Governors' Association | 2005 | Building the foundation for bright futures: Final report of the NGA task force on school readiness | Washington, DC: National Govenors' Association | A discussion of the actions that governors and states can take to support families, schools, and communities in their efforts to ensure that all children start school ready to reach their full potential. |
| Pfannenstiel, Judy C., Seltzer, Dianne A. | 1989 | New parents as teachers: Evaluation of an early parent education program. | Early Childhood Research Quarterly, Vol 4(1), Mar, 1989. | A structural equation, latent trait model was used to identify treatment effects for a quasi-experimental design based on post treatment status alone for a new parents as teachers program, with 380 families. Based on the evaluation, it was concluded that a high quality parent education and support program during a child's 1st 3 yrs increased the child's intellectual development at age 3 yrs. Staff assessments indicated that high quality parental involvement with the parent educator during home visits was the key to the program's success. The consistent relationships between observed at-risk characteristics and outcomes provide support for the theory that stress-producing situations can have direct impact on children's language development and achievement, even by age 3 yrs. |

| Author | Year | Document Title | Source | Abstract |
|---|---|---|---|---|
| Paulsell, Diane; Cohen, Julie; Stieglitz, Ali; Lurie-Hurvitz, Erica; Fenichel, Emily; Kisker, Ellen | 2002 | Partnerships for Quality: Improving Infant-Toddler Child Care for Low-Income Families | Zero to Three; Mathematica Policy Research, Inc. | Using an iterative process to identify data sources and collect data for the study, the research began by reviewing recent literature on the barriers faced by low-income families who need infant-toddler child care and the strategies that have been implemented to address these barriers. The researchers then conducted interviews with a range of government officials, child care researchers, and other experts and conducted focus groups with child care providers, Early Head Start staff, and others who serve families with infants and toddlers. Based on this initial round of data collection, we identified promising, collaborative community partnerships that are working to address comprehensively the barriers faced by families. The researchers interviewed key players in these partnerships. This interim report summarizes what the researchers learned about these partnerships during the study's first year and identifies emerging themes that the researchers plan to explore in more depth as the study continues. |
| Reedy, Cindy Kennedy; McGrath, Wendy Hobbins | 2010 | Can you hear me now? Staff-parent communication in child care centres. | Early Child Development & Care; Apr2010, Vol. 180 Issue 3, p347-357. | Supporting the growth and development of young children through effective communication with parents is one of the greatest challenges of the twenty-first century facing early childhood and special educators. This article examines adult communication in child care centres through data gathered via a mixed-method study of child care directors' perspectives on parent education and their actual practices and a one-year-long ethnographic study of relationships between mothers and teachers in an ethnically and economically diverse child care centre. Findings show that practicing ongoing dialogue between child care centre personnel and parents presents multiple opportunities for clarification which support the current NAEYC and CEC standards requiring collaboration with families. Yet, the analysis suggests that the fields of early childhood education and special education need to focus more on the process of how information is provided and conveyed to, received by, and accepted by/from families. |
| Reynolds, Arthur J; Weissberg, Roger P; Kasprow, Welsey J | 1992 | Prediction of Early Social and Academic Adjustment of Children from The Inner City | American Journal of Community Psychology; 1992 Oct, Vol. 20 Issue 5, p599-624. | Investigated predictors of five measures of early school adjustment for an ethnically diverse cohort of 683 inner-city kindergartners and first graders. Data from 2 consecutive years were collected from teachers, school records, and children. A multiple-regression production model significantly explained children's competence behavior, problem behavior, reading achievement, mathematics achievement, and school absences. Prior adjustment and sociodemographic factors explained a majority of the variance in adjustment. Perceived quality of parent involvement was significantly related (in the expected direction) to all five outcomes. Exposure to life events was significantly associated in the expected direction with competence behavior, problem behavior, and school absences but not with reading and mathematics achievement. Together, parent involvement and life-event variables explained as much as 12% of the variance in adjustment independent of sociodemographic and prior adjustment factors. The role of family and school factors in the adjustment of children at risk is discussed. |
| Schilder, Diane; Broadstone, Meghan; Chauncey, Ben; Kiron, Ellen; Miller, Candy; Lim, Youngok | 2009 | Child Care Quality Study: The Impact of Head Start Partnership on Child Care Quality Final Report | Education Development Center, Inc. | This final report from a three-year study of partnerships presents findings on the impact of partnerships on child care quality. The study examined data from a sample of child care center classrooms, children attending child care centers, and family child care providers. The study reports that partnerships predict enhanced classroom quality and some improvements in school readiness outcomes for children attending child care centers in partnership. The study also found that family child care providers in partnerships report offering more comprehensive services and more educational opportunities for children. However, analysis of family child care home observational data showed no relationship between partnership and environment. |

| Author | Year | Document Title | Source | Abstract |
|---|---|---|---|---|
| Schilder, Diane; Chauncey, Benjamin; Broadstone, Meghan; Miller, Candy; Smith, Ashley; Skiffington, Sheila; Elliot, Kimberly | 2005 | Child Care/Head Start Partnership Study: Final Report | Education Development Center, Inc. | This report presents findings from a longitudinal survey research study examining the benefits of early care and education partnerships comparing child care centers in partnership with Head Start (78 centers) and comparison centers that were not partnering (63 centers) in Ohio. The study reports that the existence of partnership is correlated with improved opportunities for teacher professional development and training, improved employment benefits for teacher, and increased comprehensive services for children and their families. The researchers found that communication between partners and agreement on goals each predict improved benefits. |
| Schilder, Diane; Chancey, Benjamin; Smith, Ashley; Skiffington, Sheila | 2005 | Ohio Head Start Plus Study: Final Report | Education Development Center, Inc. | Researchers conducted a survey research study collecting data from child care centers in Ohio. The study examined differences between centers participating in federally funded Head Start partnerships, centers participating in partnerships with a state funded program, and comparison centers not in partnership. Authors found that centers participating in the state-funded program were more likely than comparison centers to provide full-time care and comprehensive services to low-income families in Ohio. Differences were also seen in the following: (1) educational attainment of teachers and professional development opportunities, (2) use of structured curriculum and assessment tools, (3) linkages to comprehensive services, and (4) resources and challenges. |
| Schilder, Diane; Kiron, Ellen; Elliot, Kimberly | 2003 | Early Care and Education Partnerships: State Actions and Local Lessons | Education Development Center, Inc. | This qualitative research study examines how states across the nation are supporting and encouraging early care and education partnerships and describes the nature of those partnerships. The report presents the challenges faced in forming a partnership and describes benefits of forming partnerships. Some of the benefits reported by early care and education providers in partnership include classroom level curriculum enrichment and availability of additional services for child care centers and low-income families. |
| Selden, Sally Coleman; Sowa, Jessica E.; Sandfort, Jodi; | 2006 | The Impact of Nonprofit Collaboration in Early Child Care and Education on Management and Program Outcomes. | Public Administration Review; May2006, Vol. 66 Issue 3, p412-425. | The use of interorganizational relationships such as collaboration, partnerships, and alliances between public, private, and nonprofit organizations for the delivery of human services has increased. This article contributes to the growing body of knowledge on collaboration by exploring one kind of interorganizational relationship—interagency collaboration—in the field of early care and education. It examines variations within interagency collaborations and their impact on management and program outcomes. The findings show that interagency collaboration has a clear impact on management, program, and client outcomes. Specifically, the intensity of the collaborative relationship has a positive and statistically significant impact on staff compensation, staff turnover, and school readiness. |
| Tijus, Charles; Santolini, Arnaud; Danis, Agnes | 1997 | The impact of parental involvement on the quality of day care centres | International Journal of Early Years Education, Volume 5, Issue 1 March 1997. | An analysis of the interactions between children, parents and professional staff in four multicultural parent-run day-care centers for disadvantaged families in France, and how such interactions could facilitate cognitive development - Interactions of children, parents, and staff of four multicultural, parent-run day-care centers were analyzed for methods of task analysis, communication symbols, and structures of pedagogical assistance. Results showed the presence of parents created rich cognitive interactions, suggesting the cognitive effects of a socially disadvantaged milieu may be attenuated by increasing parent participation (effects of impoverished home life may be diminished or weakened by parent participation). |

| Author | Year | Document Title | Source | Abstract |
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| Xu, Min; Kushner Benson, Susan;Mudrey-Camino, Renee; Steiner, Richard | 2010 | The relationship between parental involvement, self-regulated learning, and reading achievement of fifth graders: a path analysis using the ECLS-K database | Social Psychology of Education; 2010, Vol. 13 Issue 2, p237-269. | This study examined the relationship between parental involvement, self-regulated learning (SRL), and reading achievement through analyzing the fifth grade data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–1999 (ECLS-K). The results identified six dimensions of parental involvement that are likely to foster SRL of fifth graders. |
| **CATEGORY 5: LEADERSHIP, MANAGEMENT, AND ADMINISTRATION (Levels 1-4)** | | | | |
| Barnard, Wendy Miedel | 2004 | Parent involvement in elementary school and educational attainment | Children & Youth Services Review; Jan2004, Vol. 26 Issue 1, p39. | While educational success in high school can be linked to elementary school achievement, there is little evidence that parent involvement in elementary school provides lasting benefits to children through high school. Using data from the Chicago Longitudinal Study, this study investigated the association between parent involvement in elementary school and success in high school. Parent involvement in school (based on teacher and parent reports) and parent reports of home involvement were used to determine if greater reported parent involvement was associated with indicators of school success. Results indicated that even after controlling for background characteristics and risk factors, parent involvement in school was significantly associated with lower rates of high school dropout, increased on-time high school completion, and highest grade completed. This study suggests that parent involvement in school is an important component in early childhood education to help promote long-term effects. |
| CARROLL, H. C. M. | 2010 | The Effect of Pupil Absenteeism on Literacy and Numeracy in the Primary School | School Psychology International; Apr2010, Vol. 31 Issue 2, p115-130, | Although school psychologists are involved in dealing with the problem of pupil absenteeism at both the individual child and whole school level, one of the possible reasons for their involvement, namely the belief that significant absence from school has an effect on attainments, is actually founded on weak evidence. The literature review presented in this article revealed that, in order to determine the effect of absence on attainments, no satisfactory study had hitherto been conducted in which attainments had been measured before and after a period of absence. However, the results of longitudinal research partially conducted by the present author, reported in this article, do show that absence from school has a significant effect on primary school attainments. In particular, it was found that an absence of half a year between the ages of 7- and 11-years-of-age resulted in a reduction of 0.7 of a year and 1 year in reading and mathematics test scores respectively. The article ends with a consideration of the kind of research which still needs to be conducted in order to provide school psychologists with the information they need to deal successfully with pupil absenteeism problems. |

| Author | Year | Document Title | Source | Abstract |
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| Caruso, Joseph J.; Fawcett, M. Temple | 1999 | Supervision in Early Childhood Education: A Developmental Perspective. Second Edition. Early Childhood Education Series. | ISBN: 0-8077-3852-2 | Written for practitioners who must supervise early childhood staff from a wide variety of educational and cultural backgrounds, this book provides guidelines and practical suggestions for staff training and development in early childhood settings. Part 1 challenges myths regarding supervision to ease the burden under which supervisors carry out their work, and describes various types of early childhood programs and their personnel. Part 2 explores the development of supervisors and supervisees, their relationship to each other, and implications for planning supervisory approaches. Part 3 offers basic information and suggestions for observing, holding conferences, and evaluating staff within the context of a clinical supervision approach. Part 4 examines significant issues that affect staff morale and effectiveness, presents suggestions for designing various types of staff development and training, and includes some specific tools for putting these plans into practice. Each chapter includes exercises for apply |
| Coleman, Brittany; McNeese, Mary Nell | 2009 | From Home to School - The Relationship Among Parental Involvement, Student Motivation, and Academic Achievement | International Journal of Learning; 2009, Vol. 16 Issue 7. | This research study investigated the interrelationships among fifth grade students' academic achievement, their parents' involvement, and their motivation. The 9,080 students and their parents were a nationally representative sample, whose responses were made available to us through the Early Childhood Longitudinal Program (ECLS) in the National Center for Education Statistics (NCES). The specific demographic information on the sample will be presented. Results of the analysis of these quantitative data showed that the interrelationship between academic achievement and student motivation was direct, meaning that rising student motivation was likely to be associated with rising academic achievement. By contrast, the interrelationship between parental involvement and student motivation was an inverse relationship, as was the interrelationship between parental involvement and academic achievement. These inverse interrelationships mean that an increase in parental involvement was usually associated with a decrease in both student motivation and academic achievement. These inverse relationships between parental involvement and student motivation and parental involvement and academic achievement were unexpected. It is possible that this can be explained by the students' ages and maturity levels. Several students are entering puberty at this age and becoming more and more independent. With this, children tend to depend less on their parents and often want them less involved. One might assume that the students both begin resisting the support their parents provide by volunteering at their schools and start to distance themselves. These results have implications for policy and practice, i.e. that parents of fifth grade students should consider the impact of their involvement on their children. Additionally, participants will be encouraged to consider these variables from their respective experiences. |
| Dawson, Judith A.; D'Amico, Joseph J. | 1985 | Involving Program Staff in Evaluation Studies: A Strategy for Increasing Information Use and Enriching the Data Base. | Evaluation Review, v9 n2 p173-88 Apr 1985. | One approach for increasing the use of program evaluation information is to involve potential users more actively in evaluation activities. In this study program staff participated directly as interviewers-and one person even became a coevaluator—and less directly during informal interactive feedback activities. Program staff have used evaluation information primarily to identify technical assistance needs and to modify the program. Increased use has resulted from improved communication, staff perceptions of evaluation relevance and credibility, and staff commitment to the study. In addition to increasing information use, involving staff has expanded the evaluation knowledge base at a relatively low cost. |

| Author | Year | Document Title | Source | Abstract |
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| Douglas, J. W. B.; Ross, J. M. | 1965 | The effects of absence on primary school performance | British Journal of Educational Psychology, 35 1, 1965. pp. 28-40. | Detailed absence records of 3273 primary school children, grouped in 7 categories, according to school attendances between 6½ and 10½ yr. showed that in the upper middle classes the 11-yr mental ability and school performance test scores are unaffected by the amount of absence and by the age distributions of the absences. In all other social classes, considerable effects are recorded, children who are consistently absent or who are often absent in the last 2 yr. at primary school making low scores at 11, and showing a relative deterioration in score between 8 and 11 yr. On the whole, children who are often away in the 1st 2 yr. but make good attendances in the subsequent years catch up, but not if they come from the lower manual working class or go to primary schools that have a poor academic record. Even after allowing for the influence of absence on test performance, the children who are often absent get fewer grammar school places than expected; this is particularly noticeable for the manual working class children. |
| Easton, John Q.; Engelhard Jr., George | 1982 | A Longitudinal Record of Elementary School Absence and Its Relationship to Reading Achievement. | Journal of Educational Research; May/Jun82, Vol. 75 Issue 5. | Examines the longitudinal elementary school attendance, enrollment and reading achievement data of urban public school students in Chicago, Illinois. Comparison of results between male and female students; Factors affecting the absenteeism of the students; Correlation of absence rates to teacher-assigned and to standardized achievement test scores. Researchers collected longitudinal elementary school attendance, enrollment and reading achievement data from the cumulative school records of a large sample or urban public school students. The average numbers of days absent each week are plotted and statistically analyzed for sex differences and for differences among four cohort groups of students in a multivariate analysis of variance. Student absence rates are significantly related to both teacher-assigned reading grades and standardized test scores after control variables, including previous achievement are removed by the regression equations. |
| Egeland, Byron; Englund, Michelle M.; Luckner, Amy E.; Whaley, Gloria J. L. | 2004 | Children's achievement in early elementary school: Longitudinal effects of parental involvement, expectations, and quality of assistance | Journal of Educational Psychology, Volume 96, Issue 4, December 2004, Pages 723-730. | A longitudinal study exploring the relationship between children's academic achievement and parents' involvement in their children's school experience, their expectations regarding their children's achievement, and quality of instruction prior - In this prospective, longitudinal study, the authors examined the relations among parental behaviors, parental expectations, and children's academic achievement. Participants were 187 low-income children and their mothers, studied from birth of the child through 3rd grade. Mothers' quality of instruction prior to school entry had significant direct effects on IQ and indirect effects on achievement in 1st and 3rd grades. Parental expectations in 3rd grade had significant direct effects on parental involvement in 3rd grade. Children's achievement in 1st grade had significant direct effects on parental involvement and expectations in 3rd grade. Parental involvement in 3rd grade had a significant direct effect on achievement in 3rd grade. Results suggest that early parenting factors are important for children's academic achievement. |

| Author | Year | Document Title | Source | Abstract |
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| Helterbran, Valeri; Fennimore, Beatrice | 2004 | Collaborative Early Childhood Professional Development: Building from a Base of Teacher Investigation. | Early Childhood Education Journal; Jun2004, Vol. 31 Issue 4, p267-271. | Teacher education or professional development sessions are typically designed with good intentions to help classroom professionals expand their skills and understandings. It does not make sense to spend time and resources on professional educational opportunities unless they are viewed by the recipients as being important and helpful. There is a clear need to examine and reform traditional approaches to professional development. In the U.S. the reauthorization of the Elementary and Secondary Education Act in 2001 has created an enlarged and unprecedented federal role in educational matters. Professional development often falls under criticism because it is perceived as failing to meet the most important current needs of teachers, as of June 2004. |
| Jinnah, Hamida Amirali; Walters, Lynda Henley | 2008 | Including Parents in Evaluation of a Child Development Program-Relevance of Parental Involvement | Early Childhood Research & Practice (ECRP); Mar2008, Vol. 10 Issue 1. | Program evaluation practices in early childhood care and education have been underdeveloped compared to the larger field of educational evaluation. The inclination not to include parental views in evaluation is mainly a result of the problem of positive response bias. Researchers who study client satisfaction with educational or child care programs find that parental satisfaction ratings are mostly positive. This study helps address the problem by considering the influence of parental involvement and underscores the importance of considering parental satisfaction ratings in program evaluation. Purposive sampling was used. Parents of children in a child development program were given questionnaires assessing parental satisfaction with the program and their perceived involvement in the program. Regression analysis revealed that parental involvement positively predicted a parent's level of satisfaction with the program. To explore the specific areas of satisfaction in greater depth, cluster analysis was used to identify two distinct groups of parents based on their involvement. The differences and similarities between clusters are discussed. Results have implications for researchers, practitioners, administrators, and policy makers. |
| Kahn, Ruth; Stemler, Steven; Berchin-Weiss, Janice | 2009 | Enhancing Parent Participation in Early Intervention Through Tools That Support Mediated Learning. | Journal of Cognitive Education & Psychology; 2009, Vol. 8 Issue 3, p269-287. | The Ready to Learn parent-infant education program of the Lexington School for the Deaf in New York is a family-centered early intervention program. The staff used two new measurement instruments to scaffold their efforts to establish a collaborative relationship with parents who represent a variety of cultures and socioeconomic levels. The results demonstrate that these instruments can effectively measure changes in parents' interactive behavior with teachers and with their children, as well as their active participation as mediators of their children's learning opportunities over time. Specifically, the results indicate that parents contributed to setting goals for their children and the domains of the goals were consistent with the cognitive and family-centered focus of the program. Further, parents made significant gains in their ability to share information with staff, address their children's hearing and communication needs, participate in meetings, and collaborate during assessment and team meetings over time. |

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| Karen Taylor and Donna Bryant | 2002 | Demonstrating Effective Child Care Quality Improvement | http://www.fpg.unc.edu/smartstart/ | Research shows that child care quality is related to children's readiness to succeed in kindergarten. Accordingly, local Smart Start partnerships have designed and implemented a variety of quality improvement initiatives for child care centers and family child care homes. Several partnerships have made remarkable progress, in spite of the fact that the literature provides little guidance as to which types of technical assistance (TA) activities might work best for which types of programs. This report describes the strategies and activities that 12 highly successful partnerships have used to significantly improve the number of high quality child care programs in their county or region. Through 37 interviews with key participants in these partnerships the study discovered that key factors repeatedly mentioned were: strong leadership; strategic planning for a system of quality improvement programs; support for the education and professional development of the work force; financial rewards for higher education and improved quality; on-site, customized technical assistance; and effective collaborations with multiple community agencies. |
| Klein, Howard, Weaver, Natasha A. | 2000 | The Effectiveness of an organizational-level orientation training program in the socialization of new hires | Personnel Psychology; Spring2000, Vol. 53 Issue 1, p47-66. | This quasi-experimental field study examined the impact of attending a voluntary, organizational-level new employee orientation training program on organizational socialization. Six content dimensions of socialization were measured before and 1 to 2 months following orientation training for a sample of 116 new employees in a variety of occupations. Results revealed that employees attending the orientation training were significantly more socialized on 3 of the 6 socialization content dimensions (goals/values, history, & people) than employees who did not attend the training. Employees attending the orientation training also had significantly higher levels of affective organizational commitment than nonattendees, a relationship that was fully mediated by the socialization content dimensions, primarily goals/values, and history. |
| Lahaie, Claudia | 2008 | School Readiness of Children of Immigrants -Does Parental Involvement Play a Role | Social Science Quarterly (Blackwell Publishing Limited); Sep2008, Vol. 89 Issue 3, p684-705. | Objectives. Using data from the Early Childhood Longitudinal Survey—Kindergarten Cohort, this article analyzes the link between parental involvement and the school readiness of children of immigrants. Methods. Multivariate regression models estimate the association between parental involvement and the school readiness in English proficiency and math scores of children of immigrants. They also estimate the impact of this association on the gap in math scores between children of immigrants and children of natives. Results. Results demonstrate that parental involvement is associated with an increase in the level of English proficiency for children of immigrants. Parental involvement also is associated with a decrease in the gap in math scores between immigrant children from English- and non-English-speaking backgrounds. Parental involvement decreases the gap in math scores between children of immigrants and children of the native born by a third of a standard deviation. Conclusion. Given that parental involvement appears to benefit children of immigrants and given that they have lower academic achievement than children of the native born, these findings suggest that parental involvement policies and practices targeting children of immigrants could help decrease the academic achievement gap between children of immigrants and children of the native born. |

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| Marcon, Rebecca A., | 1999 | Positive relationships between parent school involvement and public school inner-city preschoolers' development and academic performance | School Psychology Review, Vol 28(3), 1999. Special issue Beginning school ready to learn Parental involvement and effective educational programs, pp. 395-412. | Teacher ratings were used to identify the extent of parent involvement for 3 cohorts of predominantly low-income, urban 4-yr-olds (N = 708) attending public prekindergarten or Head Start programs. The classroom edition of the Vineland Adaptive Behavior Scales was used to measure preschoolers' language, self-help, social, motor, and adaptive development. Mastery of early basic school skills was measured by the school district's Early Childhood Progress Report. Increased parent school involvement and more active types of parent involvement were both associated with more positive development in all Vineland domains and greater mastery of early basic school skills in all subject areas. Although girls outperformed boys in all measures except 4 Vineland subdomains (expressive language, domestic skills, play and leisure, and gross motor skills), increased parent school involvement was associated with especially positive development and academic performance in preschool boys. Previous research had not identified a differential relationship between parent involvement and outcomes for preschool boys and girls. |
| McDonald, Davida | 2007 | Elevating the field: Using NAEYC early childhood program accreditation to support and reach higher quality in early childhood programs | Washington, DC: National Association for the Education of Young Children | An overview of the National Association for the Education of Young Children (NAEYC) early childhood education program accreditation process and the ways in which the accreditation process can support improvements in child care and early education quality |
| Miedel, Wendy T.; Reynolds, Arthur J. | 1999 | Parent involvement in early intervention for disadvantaged children: Does it matter? | Journal of School Psychology, Volume 37, Issue 4, Winter 1999, Pages 379-402. | A study of parental involvement in early intervention curricula, such as participation in activities in their children's preschool and kindergarten classes and the frequency of their participation, and their children's later school competence - Studies the association between parent involvement in early intervention and children's later school competence. Results indicated that even after controlling for family background, the number of activities in which parents participated in preschool and kindergarten was significantly associated with higher reading achievement, with lower rates of grade retention at age 14, and with fewer years in special education. |
| Mitchell, Anne W. | 2005 | Stair steps to quality: A guide for states and communities developing quality rating systems for early care and education | Alexandria, VA: United Way of America, Success by Six | A guide for implementing a community-wide or statewide Quality Rating System (QRS), including guidance for the early planning stage, the development and assessment of standards, the use of incentives to encourage quality improvement, the financing of the system, and the outreach to promote parental awareness of the system |

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| National -Louis University. McCormick Tribune Center for Early Childhood Leadership | 2007 | State efforts to integrate measures of leadership and management in quality rating systems | Research Notes Summer 2007. Wheeling, IL: National-Louis University, McCormick Tribune Center for Early Childhood Leadership | Findings from a survey of states' methods for measuring leadership and management practices in quality rating systems |
| O'Sullivan, Rita G.; D'Agostino, Anne | 2002 | Promoting Evaluation through Collaboration | Evaluation; Jul2002, Vol. 8 Issue 3, p372. | Collaborative evaluation engages key program stakeholders actively in the evaluation process. Distance between external evaluators and program staff is often minimal, based on the assumption that a collaborative stance will strengthen evaluation results and increase utilization of evaluation findings. Convincing empirical evidence to support these assumptions is scarce. This study uses evaluation findings from a county-wide, comprehensive, early childhood education initiative to support the contention that a collaborative approach can substantively improve evaluation findings. |
| Phillips, Deborah; Howes, Carollee; Whitebook, Marcy; | 1991 | Child Care as an Adult Work Environment. | Journal of Social Issues; Summer91, Vol. 47 Issue 2, p49-70. | A sample of 1307 center-based child care staff was studied to assess predictors of job satisfaction and turnover, and to link these aspects of the adult work environment of child care to the quality of care, as assessed from a child development perspective. The staff were well educated in comparison to the female labor force, but they earned, on average, poverty-level wages. High levels of career orientation and satisfaction with the day-to-day demands of child care work were expressed, alongside high intended and actual turnover rates, and very low satisfaction with salaries, benefits, and social status. Job satisfaction was significantly, but modestly, associated with wages, paid preparation time, reduced-fee child care, and the quality of provisions for adult needs. Staff wages were the most important negative predictor of staff turnover and positive predictor of the quality of care provided to the children. The results highlight the need to incorporate facets of the adult work environment in research on the developmental effects of child care and in policy efforts to upgrade the quality of care. [Abstract From Author] |

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| Reynolds, Arthur J; Weissberg, Roger P; Kasprow, Welsey J | 1992 | Prediction of Early Social and Academic Adjustment of Children from The Inner City | American Journal of Community Psychology; 1992 Oct, Vol. 20 Issue 5, p599-624. | Investigated predictors of five measures of early school adjustment for an ethnically diverse cohort of 683 inner-city kindergartners and first graders. Data from 2 consecutive years were collected from teachers, school records, and children. A multiple-regression prediction model significantly explained children's competence behavior, problem behavior, reading achievement, mathematics achievement, and school absences. Prior adjustment and sociodemographic factors explained a majority of the variance in adjustment. Perceived quality of parent involvement was significantly related (in the expected direction) to all five outcomes. Exposure to life events was significantly associated in the expected direction with competence behavior, problem behavior, and school absences but not with reading and mathematics achievement. Together, parent involvement and life-event variables explained as much as 12% of the variance in adjustment independent of sociodemographic and prior adjustment factors. The role of family and school factors in the adjustment of children at risk is discussed. |
| Schiller, Pam; Dyke, Patricia Carter | 2001 | The Practical Guide to Quality Child Care. | ISBN: 0-87659-262-0 | This guide is a comprehensive manual for administrators who manage child care facilities. The guide provides practical help with the ultimate goal of improving the quality of programs for young children and helping directors and teachers be more effective in their work. The chapters are: (1) "Qualities and Characteristics of an Effective Director"; (2) "Management Techniques"; (3) "Financial Management"; (4) "Public Relations"; (5) "Personnel Policies and Procedures"; and (6) "Building on the Research," focusing on findings of brain research that provide support for quality child care practices. Each chapter lists recommended readings or Internet resources. Appended are sample newsletters and letters to families, employment packets, job descriptions for support staff, a faculty manual, and resources. |
| Sciarra, Dorothy June; Dorsey, Anne G. | 1998 | Developing and Administering a Child Care Center | ISBN: 0-8273-8365-7 | Effective administration skills are not sufficient for effective program operation unless they are combined with good interpersonal communication skills. Presenting administration information within an interpersonal framework, this guide for early childhood education students details the director's responsibilities for starting a child care center and maintaining an ongoing program. The guide addresses a number of timely issues for the year 2000 and beyond, including use of computers for handling administrative matters, and ideas for dealing with unusual emergencies such as allegations of child abuse at the center or use of weapons by visitors. The chapters are: (1) "Developing Interpersonal Relationships," covering creating a positive climate and motivating staff; (2) "Assessing Community Need and Establishing a Program," including program philosophy and types of programs; (3) "Licensing and Certifying," covering accreditation and credentialing; (4) "Establishing and Working with a Board" |
| Siderits, Amanda | 2006 | Building Effective Teams Through Delegation and Recognition. | Child Care Information Exchange; Nov/Dec2006, Issue 172, p6-11, 5p. | The article offers a guide to building effective child care teams through delegation and recognition. They include assigning key child care center responsibilities, leading teacher versus assistant director, curriculum coordination and programming, facilities maintenance and staff orientation and training. |

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| Taylor, Karen; Bryant, Donna M. | 2002; | Demonstrating effective child care quality improvement | http://www.fpg.unc.edu/smartstart/reports/TA_Study_Quality_Improvement.pdf | The authors describe 12 North Carolina child care program and community agency collaboration strategies, using data from 37 interviews with their leaders and participant. The research shows that child care quality is related to children's readiness to succeed in kindergarten. Accordingly, local Smart Start partnerships have designed and implemented a variety of quality improvement initiatives for child care centers and family child care homes. Several partnerships have made remarkable progress, in spite of the fact that the literature provides little guidance as to which types of technical assistance (TA) activities might work best for which types of programs. This report describes the strategies and activities that 12 highly successful partnerships have used to significantly improve the number of high quality child care programs in their county or region. Through 37 interviews with key participants in these partnerships the study discovered that key factors repeatedly mentioned were: strong leadership; strategic planning for a system of quality improvement programs; support for the education and professional development of the work force. |
| Warren, Louis L.; Muth, K. Denise | 1995 | The Impact of Common Planning Time on Middle Grades Students and Teachers | Research in Middle Level Education Quarterly, v18 n3 p41-58 Sum 1995. | Examined the impact of common planning time (CPT) on middle grade students' self-concepts and both teachers and students' perceptions of their school climate. Results indicated that students receiving instruction from teachers on interdisciplinary teams with CPT had higher self-concepts and both teachers and students had more positive perceptions of their schools |
| Warren, Louis L.Payne, Beverly D. | 1997 | Impact of middle grades' organization on teacher efficacy and environmental perceptions. | Journal of Educational Research; May/June97, Vol. 90 Issue 5, p301. | Middle grades' organizational patters and their impact on teachers' efficacy and perceptions of their work environment were examined. The participants were 82 8th-grade teachers who were surveyed about their efficacy and perceptions of their working environment. Instruments used were the Teacher Efficacy Scale and the Teacher Opinion Questionnaire. Results of the study showed that teachers on interdisciplinary teams with common planning time had significantly higher perceptions of personal teacher efficacy and more positive perceptions of their working environment than did teacher on interdisciplinary teams without common planning time or teachers who were organized departmentally. The findings failed to support a difference in general teacher efficacy among the organizational patterns. |
| Whitebook, Marcy; Bellm, Dan | 2005 | Lessons from CARES and other early care and education workforce initiatives in California, 1999-2004: A review of evaluations completed by fall 2004 | University of California, Berkeley, Center for the Study of Child Care Employment. | A discussion of the implementation of Compensation and Recognition Encourage Stability (CARES) program and other child care workforce initiatives in California. |

| Author | Year | Document Title | Source | Abstract |
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| Xu, Min; Kushner Benson, Susan;Mudrey-Camino, Renee; Steiner, Richard | 2010 | The relationship between parental involvement, self-regulated learning, and reading achievement of fifth graders: a path analysis using the ECLS-K database | Social Psychology of Education; 2010, Vol. 13 Issue 2, p237-269. | This study examined the relationship between parental involvement, self-regulated learning (SRL), and reading achievement through analyzing the fifth grade data from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–1999 (ECLS-K). The results identified six dimensions of parental involvement that are likely to foster SRL of fifth graders. |
| Yinger, Robert | 1979 | Routines in Teacher Planning | Theory Into Practice; Jun79, Vol. 18 Issue 3, p163. | Discusses the mental processes which teachers engage in while preparing lesson plans. Case study of an elementary teacher's planning decisions; Teacher routines in planning and instruction; Benefits of planning routines. |
| **General/ Cross-Cutting (Level 1-4)** | | | | |
| Porter, Toni; Paulsell, Diane; Del Grosso, Patricia; Avellar, Sarah; Hass, Rachel; Vuong, Lee | 2010 | A Review of the Literature on Home-Based Child Care: Implications for Future Directions | Mathematica Policy Research, Inc. | The purpose of this two-year project was to review the literature and gather information about strategies that have the greatest potential for improving the quality of care provided by home-based child care providers--including regulated family child care providers and family, friend, and neighbor caregivers--who serve children from low-income families, and then refine or develop one or more specific initiatives that can be implemented and rigorously evaluated. The final products of the project will be: A comprehensive and up-to-date review of the literature on quality in home-based child care settings, a compendium of the most promising strategies, regardless of funding source, for improving quality in home-based care, design options for developing initiatives that use a variety of strategies to improve quality in home-based care. |

| Author | Year | Document Title | Source | Abstract |
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| Tout, Kathryn; Starr, Rebecca; Soli, Margaret; Moodie, Shannon; Kirby, Gretchen; Boller, Kimberley | 2010 | The Child Care Quality Rating System (QRS) Assessment: Compendium of quality rating systems and evaluations | Child Trends; Mathematica Policy Research, Inc.; United States. Administration for Children and Families. Office of Planning, Research and Evaluation | The Compendium of Quality Rating Systems and Evaluations2 is the first product of the QRS Assessment and is intended to serve as a rich resource for the other tasks in the QRS Assessment which include a multi case in depth study, secondary analysis of existing QRS data, an analytic paper, and a toolkit for designing research and evaluation of QRS. The Compendium is intended to be a source of detailed information about QRS that can be compared, analyzed and used to generate hypotheses or research questions that can be addressed in the other QRS Assessment tasks. Work on the QRS Assessment is informed by an Expert Panel convened for the project that provides guidance and input on the primary tasks and products. |

## A. Revised Standards

**Center and School Based**

**Category 1: Curriculum and Learning**

**1A. Curriculum, Assessment, and Diversity**

**1A.2.1** Educators demonstrate completion of professional development in curriculum, screening tools, and formative assessment.[45]

**1A.3.3** Program uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across all developmental domains. [46,47]

**1A.3.4** Staff demonstrate language and literacy skills either in English or the child's language that provide a model for children.[48]

**1B. Teacher-Child Relationships and Interactions**

**1B.2.1** All staff receive orientation and ongoing professional development and supervision in how to support positive relationships and interactions through positive, warm and nurturing interactions.[32]

**1B.3.1** All staff engage children in meaningful conversations, use open-ended questions and provide opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions.[48-50]

**1B.3.2** Educators are provided with opportunities to use outside consultants with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.[51]

**1B.4.1** Staff utilize teaching strategies that ensure a positive classroom environment, engage children in learning and promote critical thinking skills.[51]

**Category 2: Safe, Healthy, Indoor and Outdoor Environments**

**2A. Safe, Healthy, Indoor and Outdoor Environments**

**2A.2.1** Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provide a written report to the program, unless needs of a child require additional consultation.[52-54]

**2A.3.2** Staff are trained in how to work with children with special diets, allergies and specialized feeding issues.[55,56]

**2A.3.1** Program, with parental consent, provides (directly or through collaboration) vision, hearing and dental screenings, and shares results with families.[57-59]

**Category 3: Workforce Qualifications and Professional Development**

**3A. Designated Program Administrator Qualifications and Professional Development**

**3A.2.1** Program administrator has a Child Development Associate (CDA) Credential for the age of the children served, (or higher i.e. Associate's or Bachelor's degree) OR is enrolled in a program leading to an Associate or Bachelor's Degree in early childhood education or related field.[45,60,61]

**3A.2.3** Program administrator has a minimum of 3 college credits in administration and management and 12 college credits in early childhood education/child development/ special education and 2 years experience as an administrator. [45,60,61]

**3A.3.1** Program administrator has at least a Bachelor's degree.[45,60,61]

**3A.3.3** Program administrator has at least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education OR Documents that a plan is in place to meet the above qualifications within five years.[45,60,61]

**3B. Program Staff Qualifications and Professional Development**

**3B.2.2** 50 percent of classrooms have Educator(s) with a Bachelor's degree or higher who work for the full program day.[45,60,61]

**3B.4.1** All (100 percent) of the classrooms have Educator(s) with a Bachelor's degree or higher who work for the full program day.[45,60,61]

**3B.4.2** Educators have a minimum of 30 college credits in early childhood education/child development/ special education.[45,60,61]

**3B.4.3** IPDP reflects mentoring/coaching/supervision, curriculum, etc.[45,60,61]

**Category 4: Family and Community Engagement**

**4A. Family and Community Engagement**

**4A.2.1** Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement.[62,63]

**4A.2.3** Program has developed informational materials on the program that are in the language of the community, are available for staff to use in the community and are given to prospective families.[64]

**4A.2.5** Program participates in community events. [65]

**4A.3.2** Families are encouraged to volunteer in the program, to assist in the classroom, and share cultural and language traditions or other interests such as their jobs, hobbies and other relevant information. [66]

**4A.3.4** Program representative(s) participate in local community group work that is related to early childhood, and the cultural groups served by the program and/or family support. [37]

**4A.3.5** Program ensures young children and their families have access to developmental, mental health, health and nutrition services either through private pay arrangements OR are offered such services through other programs.[37]

**4A.4.2** Program provides or connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.). [5,42,67]

**4A.4.3** Program ensures all children and families have access to comprehensive screenings, referrals and services including developmental screening, mental health screening, speech screening, speech therapy, physical therapy, occupational therapy, dental health care, and nutrition services.[37]

**Category 5: Leadership, Management, and Administration**

**5A. Leadership, Management, and Administration**

**5A.3.2** Program director, staff and family input is solicited on an annual basis through a survey to evaluate the program.[68,69]

**5A.3.3** Results of the annual survey are used to develop the a comprehensive written program improvement plan.[70]

**5B. Supervision**

**5B.2.2** Staff are given feedback on instructional practice on a monthly basis.[71]

**5B.3.1** Program uses at least 3 types of internal communication on a monthly basis to inform staff of program activities, policies, etc.[43,72]

**5B.3.2** Staff receive at least one benefit (paid vacation time, sick time, health insurance, tuition/PD reimbursement or retirement plan option).[73]

**5B.3.3** Staff are given feedback that give examples of best practice at least twice a month.[71]

**5B.3.5** Staff salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the staff members, and is comparable with the current wage level of others in the community with the same levels of education.[73]
**5B.4.2** Staff are provided ongoing mentoring that includes demonstration of best practices on a weekly basis.[74]
**5B.4.3** Program demonstrates systematic opportunities for teachers to engage in reflective teaching practices through the use of peer groups, coaches and/or mentors.[75]

**5B.4.4** Program has an incentive program that rewards each educator that achieves the next step on the career ladder. [74]

**Family Child Care**

**Category 1: Curriculum and Learning**

**1A. Curriculum, Assessment, and Diversity**

**1A.2.2** Educators demonstrate completion of professional development in curriculum, screening tools, and formative assessment. [45]
**1A.3.3** Either directly or through a network or system, Educator uses screening tools, progress reports, formative assessments, and information gathered through observation to set goals for individual children across developmental domains.[46,47]

**1A.4.2** Educator has completed coursework on language and literacy skills either in English or the child's language that provide a model for children and has completed coursework on screening and assessment.[48]

**1B. Teacher Child Relationships and Interactions**

**1B.2.1** Educator has participated in training on how to support positive relationships and interactions with children through positive, warm and nurturing interactions. [32]
**1B.4.1** Educators engage children in meaningful conversations, as age and developmentally appropriate, use open-ended questions and provide opportunities throughout the day to scaffold their language to support the development of more complex receptive and expressive language, support children's use of language to share ideas, problem solve and have positive peer interactions.[48-50]
**1B.4.2** Educators utilize teaching strategies that ensure a positive learning environment, engage children in learning and promote critical thinking skills. [32,49]

**Category 2: Safe, Healthy, Indoor and Outdoor Environments**

**2A. Safe, Healthy, Indoor and Outdoor Environments**

**2A.2.2** Annual consultations by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program. [52-54]

**2A.3.3** Educator is trained in how to work with children with special diets, allergies and specialized feeding issues.[55,56]

**Category 3: Workforce Qualifications and Professional Development**
**3A. Family Child Care Educator Qualifications and Professional Development**

**3A.3.4** All other adults caring for children, consistently, have a minimum of 6 college credits in early childhood education, child development and/or special education. [45,60,61]

**3A.4.4** IPDP ensures that the educator receives training in selection and use of screening and assessment tools, collection and interpretation of data and strategies for teaching children with special needs and diverse languages. [76]

**Category 4: Family and Community Engagement**

**4A. Family and Community Engagement**

**4A.2.2** Educator maintains a list of current community resources that support families that is always accessible to parents, including information about available resources for annual vision, hearing and dental screenings.[57-59]
**4A.2.3** Educator participates in community events. [65]
**4A.2.4** Educator establishes ongoing communication with other family child care providers in the community or community agencies to exchange information and resources. [37,77]
**4A.2.5** Educator completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement. [62,63]

**4A.4.2** Educator provides or connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.).[5,42,67]
**4A.4.3** Educator either directly or through a system or network (i.e. CFCE grantee) has written collaborative agreements with early intervention programs, the local LEA, mental health, health, dental health, a program health consultant, U.S.D.A. Food and Nutrition program that specifies the responsibilities and duties of each entity in supporting children and families. [78,79]
**4A.4.4** Educator coordinates with other family child care providers in the community and develops sharing agreements to maximize resources, services and professional development opportunities.[37,77]

**Category 5: Leadership, Management, and Administration**

**5A. Leadership, Management, and Administration**

**5A.3.1** Educators and family input are solicited on an annual basis through a survey to evaluate the program. [68,69]

**5A.3.1** Results of the annual survey is used to develop a comprehensive written program improvement plan. [80]

**5B. Supervision**

**5B.2.1** If Educator has an Assistant, there are scheduled meetings each week to ensure the Assistant receives feedback and is informed on all issues. [71]

**5B.4.3** Either directly or through a system or network, the educator has an incentive program that rewards those working in the family child care home that achieve the next step of the career ladder. [74]

## Afterschool and Out-of-School Settings

**Category 1: Curriculum and Learning**

**1A. Curriculum, Assessment, and Diversity**

**1A.3.1** Program provides access to homework assistance or provides students with 1:1 or small group support from Educators, trained volunteers or interns.[81]

**1A.3.4** Educators promote/encourage verbal communication skills and model use of Standard English when interacting or reading to youth.[82]

**1A.4.1** Program ensures students have access to a variety of skilled volunteers or tutors to assist students in improving in various subjects such as reading, written communication, verbal communication, mathematical problem solving, science, social studies, etc.[81]

**1A.4.3** Curriculum reflects different learning styles and approaches and covers a variety of topics.[81]

**1A.4.4** Program activities are designed to support students in developing leadership skills, self esteem, and positive behaviors while reducing their risk taking behavior.[83,84]

**1B. Teacher-Child Relationships and Interactions**

**1B.2.1** Educators acts as mentors/role models with designated students.[84,85]

**1B.2.2** Educators receive professional development in strategies that support open ended conversations, sharing of ideas, problem solving techniques and positive peer interactions.[32,86]

**1B.3.2** Educators are provided with opportunities to use outside consultants or qualified staff with expertise in the age of the children served to assist them in implementing strategies that support positive relationships/interactions and prevention/intervention techniques.[51]

**1B.3.3** Educators receive professional development in conflict resolution or mediation techniques and utilize them with the students.[32,86]

**1B.4.1** Educators use a conflict resolution strategies or peer mediation system and support students in utilizing it to resolve issues that arise both within and outside of the classroom.[87,88]

**Category 2: Safe, Healthy, Indoor and Outdoor Environment**
**2A. Safe, Healthy, Indoor and Outdoor Environment**

**2A.2.2** Annual consultation by a Health Consultant to monitor records, update health care policies and practices, identify program issues, assist programs in complying with health and safety requirements and provides a written report to the program. [52-54]
**2A.3.2** Educators are trained in how to work with students with special diets, allergies and specialized feeding issues.[55,56]

**Category 3: Workforce Qualifications and Professional Development**

**3A. Program Administrator Qualifications and Professional Development**

**3A.2.1** Program administrator has a Bachelor's degree in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree (i.e. master's degree), that includes a minimum of 6 college credits in working with school age children, and a minimum of 6 college credits or EEC approved professional development opportunities in administration, management or staff supervision.[45,60,61]

**3A.3.1** Program administrator has a minimum of 9 college credits in early childhood education, elementary education, adolescent development, psychology, or a related field OR EEC approved professional development equivalent OR a higher degree. [45,60,61]

**3A.4.1** Program administrator has a minimum of 24 college credits or equivalent EEC approved professional development in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree.[45,60,61]

**3B. Site Coordinator Qualifications and Professional Development**

**3B.2.1** All Site Coordinators have a minimum of a Bachelors degree (any field) with a minimum of 6 college credits or equivalent EEC approved professional development in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree.[45,60,61]

**3B.2.2** All Site Coordinator(s) have an Individual Professional Development Plan (IPDP) that is

developed in conjunction with the Supervisor that addresses the identified professional development needs of that educator, and that ensures professional development in communicating with families, building relationships with the host community, overseeing program activities, the Curriculum Frameworks, diversity, supporting literacy and mathematics development, the *Strengthening Families Protective Factors, t*he components of the assessment process including screening, observation, use of assessment tools and meeting the needs of school age children with disabilities.[45,60,61]

**3B.3.1** Site coordinator(s) have a minimum 18 college credits or EEC approved professional development equivalent in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree and 6 college credits or EEC approved professional development equivalent in administration, management, or supervision.[45,60,61]

**3B.4.1** All site coordinator(s) have a minimum of 36 college credits in early childhood education, elementary education, adolescent development, psychology, or a related field or a higher degree OR EEC approved professional development equivalent and 3 college credits or EEC approved professional development equivalent in administration or management, AND 3 college credit hours or EEC approved professional development in staff supervision.[45,60,61]

**3B.4.2** All Site Coordinators have an IPDP that ensures professional development in literacy strategies, assessment tools, collection and interpretation of data and strategies for teaching children with special needs and diverse languages, and additional competency as determined with the supervisor.[45,60,61]

**Category 4: Family and Community Engagement**

**4A. Family and Community Engagement**

**4A.2.1** Opportunities to meet with classroom educators are provided for parents.[89,90]

**4A.2.2** Program maintains a list of current community resources that support families is accessible to students and families.[57-59]

**4A.2.3** Program participates in community events.[65]

**4A.2.4** Program completes Strengthening Families Self-Assessment and uses data to engage in continuous improvement.[62,63]

**4A.2.5** Program has developed informational materials on the program that are in the language of the community, are available for educators to use in the community and are given to prospective families and students.[91]

**4A.3.5** Program participates in local community group work that is related to children, families, and/or linguistic/cultural groups served by the program and/or provide family support. [65]

**4A.4.2** Program connects families to education, training and support programs (such as family literacy, adult education, job training, child development, parenting, English as a second language, etc.).[5,42,67]

**4A.4.3** Program maintains written collaboration agreements with community based public and private agencies such as the arts, library, entertainment, family supports, CFCE grantees, family literacy, human services, business, and/or sports in order to enrich the program's services for students and their families. These agreements spell out the responsibilities and policies for both the program and the community agency.[78,79]

**Category 5: Leadership, Management, and Administration**

**5A. Leadership, Management, and Administration**

**5A.3.3** Results of the annual survey are used to develop a comprehensive written program improvement plan.[80]

**5B. Supervision**

**5B.2.1** Educators are given feedback that includes examples of best practice at least twice a month.[71]

**5B.4.2** Educator salary scales reflect the educational levels, experience and performance levels, as determined by the annual evaluation of the educators, and is comparable with the current wage level of others in the community with the same levels of education.[73]

**5B.4.4** Program has an incentive program that rewards each educator that achieves the next step on the career ladder.[74]

**5B.4.3** Educators receive at least one benefit. [74]

**5B.4.1** Educators are provided ongoing mentoring that includes demonstration of best practices on a weekly basis.[71]

# REFERENCES


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